UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

**Cambridge International Diploma in Business
Advanced Level**

Scheme of Work

5176
Interpersonal Business Skills
Optional Module

UNIVERSITY *of* CAMBRIDGE
International Examinations

# Introduction

The overall programme comprises three core and six option modules:

| Core | Business Organisation and Environment |
| --- | --- |
| | Effective Business Communication |
| | Business Finance |
| Option | Marketing |
| | Human Resources Management |
| | **Interpersonal Business Skills** |
| | Business Start-Up |
| | Customer Care |
| | Information and communications technology |

The modules have been chosen to reflect the key areas of business. It is important that in the delivery of each module, tutors appreciate that the programme is concerned with **Skills and Knowledge**. Students should be encouraged not only to demonstrate their knowledge but also their acquisition and development of complementary skills.

The programme has **four general aims** that are designed to encourage the students to:

- understand key concepts of business
- apply acquired skills to real work situations
- think about and resolve business problems
- work independently using their initiative

The over-riding objective of the programme is to prepare students either for employment or, if already in employment, for advancement. Employers expect those completing the Cambridge International Diploma in Business modules to be able to offer a working combination of skills and knowledge.

The accompanying scheme of work focuses specifically around the skills and knowledge of each competence criterion and clearly they must form the essence of the delivery of the modules.

**Marketing (5176) Advanced**
The module Marketing, being advanced, requires a minimum of 60 learning hours. The scheme of work has been organised to offer those 60 hours within the class- or lecture-room setting and it is expected that additional learning time will be undertaken by students outside the timetabled hours working in study groups or undertaking independent study.

The key to the module's delivery is *flexibility*. There are several means at your disposal to help you deliver the module and the employment of an appropriate variety would be welcome. The standard class or didactic approach will still form the basis of much of your delivery but you might care to reinforce it by using the occasional outside or guest speaker, simulation, role-play, brainstorming session, or presentation. It is not necessary that you use them all during your teaching of this module but alternatives to 'talk and chalk' will help to encourage more student interest in the subject area.

***There is, however, no substitute for a lively, motivating, and stimulating teacher!  The main rule to follow is that you bring the module to life and make it relevant and interesting.***

It is assumed that you have ready use of the basic tools of whiteboard, flip chart and OHP and, additionally, you may have access to the Internet. Other resources that will be readily available

include textbooks, newspapers and journals, balance sheets, resource packs (often given out by, for example, banks and insurance companies).  Please do not overlook your own role in providing stimulus material e.g. task related to a current business event, photocopy of an article coupled with a discussion topic.

It is quite important that you appreciate that the International Diploma in Business programme is *holistic* or *integrated* i.e. the modules, whilst each is designed to be discrete or standalone, must be regarded as part of a whole course and a wider experience.  A brief research of the modules in the syllabus compendium will indicate how the various modules have common areas and interlink with one another.

**Scheme of Work**
You may have to revise or change the accompanying scheme to suit your own purposes but it offers an advised approach to Marketing. Activities or activity suggestions are included in the scheme but there may be more than you can use.  Please keep in mind that 5174 is **not** an examined module i.e. your students will submit a written assignment.

The object of the scheme of work is to:

• offer you a guide and help to keep you on track throughout the delivery of the module
• give you structure and purpose to your teaching
• identify what and how you are going to teach
• indicate what resources you will require
• indicate how many pieces of work you will issue and to suggest their form

The scheme of work is broken down into a series of session plans and there is a guide as to how much time each session plan might take to deliver. It is not the intention that, necessarily, you spend two or three hours on a session plan in one teaching session but as you will know the timeframes for your classes so you must adjust the scheme accordingly.

**What is assessed in this Module?**

• understanding and demonstrating a range of communication skills
• understanding and demonstrating the principles of assertive behaviour in specific situations
• understanding and demonstrating influencing skills
• communicating effectively in groups
• communicating effectively one to one
• communicating effectively with customers
• making a presentation and produce a written report

Tutors should introduce this module by stressing the importance of interpersonal skills in all aspects of students' personal and business lives. Tutors could give examples of the problems people can face if they are not aware of how they relate to others or if they are unable to interpret the way people relate to them. In this way students can see the purpose of making a formal study of a subject that they may feel they already have expertise in. Because students will be practising their interpersonal skills as a natural part of their life, tutors should encourage students to share their experiences and practical knowledge of the topics covered in this module.

By the very nature of the subject, interpersonal skills need to be taught in a practical way - involving students in sessions by drawing on their real life experiences and engaging them in discussion, role plays and case studies. To be prepared for the final assignment, students should also practise their report writing, listening and presentation skills throughout the course.

## Scheme of Work

This scheme of work is based on around 60 hours of study time with 3 hour sessions for 20 weeks but tutors should feel free to organise and deliver the topics as circumstances demand.

### 1.0  Understand and demonstrate a range of communication skills

**Session Plan One**

| Competence Criteria | Skills and Knowledge |
|---|---|
| • understand and demonstrate a range of communication skills (1.1) | • listening skills<br>• different types of questions and how to use them |

| Notes on delivery and activities |
|---|
| Tutor to explain the meaning of active listening and how to improve listening skills: by looking interesting, suspending pre-judgements, by being open minded, consciously analysing what is being said, by checking understanding through asking questions and by taking brief notes if appropriate.<br><br>Tutor to consider the following types of questions and then to ask students to think up alternative questions for each question type that could be used in a recruitment interview.<br><br>An open question: "How do you feel you are progressing in your new role?"<br>A closed question: "Are you able to access information effectively from the new database?"<br>A leading question: "So you seem happy with your new responsibilities - is this correct?"<br>A hypothetical question: "If you were promoted to the role of office manager, what would you do about the problem of staff absence?"<br><br>Tutor to put students into pairs to role-play a disciplinary interview using video recording and playback facilities if resources available. Tutor needs to devise an imaginary scenario where staff have been acting against company rules. The interviewer should be given time to devise a range of different types of questions to find out what actually happened. The person playing the role of interviewee should be given time to 'learn' their version of events. The role-play should then commence with the interviewer being assessed by the tutor and the group on their ability to ask questions appropriately and the ability to listen effectively to a complicated version of events. |

**Resources:**

• Mackay, Listening Skills, Management Shapers Series

**Session Plan Two**

| Competence Criteria | Skills and Knowledge |
|---|---|
| • understand and demonstrate non-verbal communication (1.2) | • role of non-verbal communication (N.V.C.) in communication<br>• types of N.V.C.<br>• interpreting N.V.C. |

| Notes on delivery and activities |
|---|
| Tutor to discuss how the following types of N.V.C. can be used in the workplace to (i) create a positive impression and (ii) recognise other people's true feelings and read situations better.<br><br>a) physical appearance<br>b) eye contact<br>c) posture<br>d) gestures<br>e) facial expression<br>f) the physical setting created (e.g. sitting behind a big desk to show authority)<br>g) personal space (i.e. the invisible line that surrounds people which can be encroached if people stand too close or make inappropriate physical contact)<br><br>Tutor to devise a short test using photographs or line drawings of people using different types of body language in a range of different work scenarios involving work colleagues, line managers, subordinates and customers. Students to write down what the N.V.C. communicates and how they should act and what they would say in the different situations. |

**Resources:**

- Furnham, A.  Body Language at Work
- Ribbens, G & Thompson, R Understanding Body Language in a Week

**Session Plan Three**

| Competence Criteria | Skills and Knowledge |
|---|---|
| • analyse and consciously employ appropriate verbal behaviour (1.3) | • analyse and consciously employ appropriate verbal behaviour |

| Notes on delivery and activities |
|---|
| • tutor to provide background theory to verbal communication i.e. that what a person says and how they say it is key to an interaction being successful and effective. Ideally verbal behaviour should be used to seek information, ask for ideas, test understanding or should be used to build rapport or support statements. Important aspects of verbal communication are tone, pitch and pace |

**Resources:**

• Nuttal, C. J. Behaviour at Work

**2.0    Apply the principles of assertive behaviour in specific situations**

**Session Plan Four**

| Competence Criteria | Skills and knowledge |
|---|---|
| • understand the principles of assertive behaviour (2.1) | • principles of assertive behaviour |

| Notes on delivery and activities |
|---|
| Tutor to explain the general principles of assertive behaviour: clear objectives, assertive mental attitude, clarity of expression, positive body language, active listening, working towards win-win solutions.<br><br>Tutor to devise a case study scenario where people act in passive, aggressive and assertive ways and to ask students to identify different approaches in each scenario. One example might be how people can passively agree to do work when they are already overburdened, or how some people can be aggressive in the process of refusing to do extra work. Another example might show people managing to strike the right balance by being assertive - in this part of the case study the parties involved may not agree to a request but may find a solution which is acceptable to both parties. |

**Resources:**

• Back, K & Back, K Assertiveness at Work: A Practical Guide to Handling Awkward Situations
• Eggert, M.  Assertiveness Pocketbook

**Session Plan Five**

| Competence Criteria | Skills and Knowledge |
|---|---|
| • understand and demonstrate how to make and refuse requests assertively (2.4) | • making requests assertively and refusing requests assertively |

| Notes on delivery and activities |
|---|
| Tutor to explain how to make assertive requests by being clear and specific, avoiding manipulation, listening to the response, and, if necessary seeking compromise. In addition guidance should be given on the following: how to refuse requests assertively by saying "no" assertively (while resisting feeling guilty); the importance of clear expression; acknowledging the request; giving reasons but avoiding excuses; and where appropriate asking for time to think and possibly suggesting alternative solutions.<br><br>Tutor to put students into groups where they will role-play making requests assertively and refusing requests assertively. For example, an assertive request that students might use in role play might be: "I need this month's figures for the meeting next week. Could I have them by Friday." Tutors should encourage students to listen to the response they get and, if necessary, seek a compromise if possible. Similarly they should practise refusing a request to stay late after work. Use phrases such as "I prefer not to" or "It's not possible" or even examine alternatives that suit you, such as, "I could do it tomorrow" in contrast to agreeing to stay late, or waffling about why you can't 'really' stay late or even apologising when you're not sorry. |

**Resources:**

- Back, K & Back, K Assertiveness at Work: A Practical Guide to Handling Awkward Situations
- Eggert, M. Assertiveness Pocketbook

**Session Plan Six**

| Competence Criteria | Skills and Knowledge |
|---|---|
| • understand and demonstrate how to give constructive praise and criticism (2.2)<br>• understand and demonstrate how to receive praise and criticism (2.3) | • giving constructive praise and criticism and receiving it |

| Notes on delivery and activities |
|---|
| Tutor to explain features of giving constructive praise: specific, descriptive and immediate where possible so the person knows exactly what they have done well and why it is good. This helps them maintain and improve work performance.<br><br>Tutor to explain features of giving constructive criticism: by concentrating on issues not personalities, having a positive mental attitude, being clear and specific, using "I" statements, asking for how they feel or their response and summarising actions for the future in terms of work performance or behaviour.<br><br>Tutor to explain how to receive praise without using false modesty by acknowledging the praise/achievement and thanking the person giving the praise.<br><br>Tutor to explain how to receive criticism appropriately, which may involve acknowledging the mistake and the criticism. However, if the person does not agree because the reasons appear unfounded, then they should act with assertiveness to find out the reason for the criticism. If the criticism is personal, then the person should ask for tangible reasons of where there work performance is lacking.<br><br>Tutor to organise students some of the group into pairs where they take on the role of office manager and office junior. Others in the group should evaluate the role-plays in relation to the theory they have been taught.<br><br>Role-play 1. The office junior has updated all the files correctly as instructed and has improved the organisation of the database.<br><br>Role-play 2.  The office junior has sent important letters out late. |

**Resources:**

• Fear, R.A. & Chiron, R.J.  Evaluation Interview
• Kreiswith, M. & Carmichael, T. Constructive Criticism

**Session Plan Seven**

| Competence Criteria | Skills and Knowledge |
|---|---|
| understand and demonstrate how to handle aggressive behaviour assertively (2.5) | • handle aggressive behaviour assertively |

| Notes on delivery and activities |
|---|
| Tutor to explain how reacting aggressively to aggression just inflames the situation, both parties feel backed into a corner and it is difficult for either party to compromise. Tutors should encourage students to think of their own examples of this e.g. personal arguments they have had.

Also there are some occasions where it is appropriate to deal with obviously unstable, upset people in a passive way where any alternative may cause a dangerous situation to escalate.

Examples could be given where staff in public services such as nurses or social workers are dealing with traumatic situations such as removing children from their home or explaining that a relative has died after medical treatment. Other incidents that are less traumatic but are equally dangerous such as dealing with very angry customers could be discussed with the group. Point out that in some situations it is best to walk away from the dangerous situation.

Apart from the above situations, the most recommended approach to dealing with aggression in the workplace is to be assertive. This means counteracting the aggressive person's hard tone of voice, aggressive body language and negative approach with the direct opposite. Tutors could make reference to the three-line strategy:

Line 1: Let people know that you are listening and appreciate their position. Phrases such as, "I hear what you are saying…"  "I understand why you feel…" "I realise that …." can be helpful.
Line 2: State how you feel/what you think politely.  Use phrases like "I feel/think …." (don't make personal criticisms)
Line 3: State what you think should be done about the situation and ask for a response. Try to get some form of compromise.

Tutor to discuss some techniques for controlling anger: recognising triggers, using the right mental attitude ("I won't take this attack personally"), using relaxation techniques (slow breathing - awareness of self) and avoiding aggressive body language. |

**Resources:**

- Back, K & Back, K Assertiveness at Work: A Practical Guide to Handling Awkward Situations
- Eggert, M.  Assertiveness Pocketbook

### 3.0 Understand and demonstrate influencing skills

**Session Plan Eight**

| Competence Criteria | Skills and Knowledge |
|---|---|
| • understand and demonstrate influencing skills (3.1) | • influencing skills |

| Notes on delivery and activities |
|---|

Tutor to provide some background theory on what gives someone the power to influence others. It may be based on their job role, for example, a person who works in marketing and has passed their marketing examinations would be deemed a credible person to influence a department's advertising decisions. It may be based on their expert knowledge, for example, a person's previous work experience in another country may mean that they can influence the sales strategy decisions for that market. It may be based on their personality, for example, some people are charismatic and confident and can lead and influence other people in a way that others cannot. Or it may be based on control of resources. Budget holders or people who control money or decisions about equipment and office space, often have a massive influence on decisions and people in organisations.

Tutors should go through the various influencing or negotiating strategies: reasoning with people e.g. using factual evidence to justify argument or proposal; forcing people e.g. using company rules to force people; bargaining e.g. using the promise of reward; sanctions e.g. using threat of punishment; resorting to higher authority e.g. referring to what the Managing Director would think; or using coalitions e.g. where people group together with one approach and if others do not follow then they are excluded.

Tutors might like to start this part of the session asking for students in pairs to stand up and for one to actually push the other where they want to and then pull the other more gently. Ask the students which sensation they prefer - being pushed or pulled?

Tutor to explain how to use the push style. For example, by giving your view an opinion by saying "I think" or "In my opinion". It may involve expressing feelings and expectations such as "I'm frustrated with…." or using phrases, such as, "I want you to…" The push style should be used when there are clear rules to be obeyed e.g. Health and Safety rules or when there is a specific method that must be used for quality reasons or when you need quick results. The tone of voice that should be used should be strong and should emphasise key points. Eye contact should involve looking directly at the person being influenced and posture should be upright, sometimes leaning forward.

The pull style is more about asking for information and building on what people say. It involves active listening, summarising points, asking question to check understanding and the focus on building on common ground. The pull style should be used when you need to get people's commitment, when dealing with change situations, when managing the long term. The tone of voice should be softer and at a slower pace than the push style, body language could involve leaning back to indicate a more laid back approach.

**Resources:**

- Forsyth, P. The Negotiator's Pocketbook
- Maitland, I Motivating People
- Weightman, J . Managing People

**4.0    Communicate effectively in groups**

**Session Plan Nine**

| Competence Criteria | Skills and Knowledge |
|---|---|
| • make effective presentations (4.1) | • making presentations to small groups |

| Notes on delivery and activities |
|---|
| Tutor should focus on the theory behind making presentations. Tutors need to provide guidance about the planning of presentations using the PASS framework (purpose, audience, structure, style) to help set objectives, to decide on a logical flow of the major points to be made, to estimate the length of the presentation and to design visual aids, if relevant. The link to non-verbal communication should be made so students consider what would be good and bad N.V.C. during a presentation. Finally it is important to provide guidance about what students should do in the event of a mistake, such as, drying up or losing their place in their notes. Tutor should allow students to practise giving a presentation on a topic of their choice to the rest of the group. They should be reminded to structure their presentation with a beginning (telling the audience what they are going to tell them), the middle (telling the audience the information) and the end (telling the audience what they have told them). Feedback should be given by tutors and members of the group (link with session plan six). |

**Resources:**

- Bradbury, A.  Successful Presentation Skills
- Jay, A & Jay, R.  Effective Presentation
- PowerPoint 2000 - Getting Professional Results
- Rotondo, J.  & Rotondo, R. Presentation Skills for Managers
- Siddons, S  Presentation Skills

**Session Plan Ten**

| Competence Criteria | Skills and Knowledge |
|---|---|
| • organise, lead and take part in small group meetings (4.2) | • meetings |

| Notes on delivery and activities |
|---|
| Tutor should focus on the theory behind effective meetings.  Tutors need to make reference to the different type of meetings documentation particularly the agenda, the minutes from the previous meeting and the chairperson's agenda. Tutors should explain how participants should use the agenda or notice of the meeting and the last set of minutes, to prepare how they will contribute to the meeting and to prepare the questions they will ask. Tutors should explain the importance of listening (link with session plan one) and asking appropriate questions.<br><br>Tutor should focus on the role of the chairperson or person leading the meeting with regard to organising the physical setting of the meeting, agreeing the ground rules (punctuality, who will take notes etc.) and ensuring that participants all make positive contributions (bringing quiet people into the discussion by asking their viewpoint). The chairperson also has the responsibility for encouraging participants to build on each person's ideas and for keeping to the agreed time scale. Another important skill that the chairperson should display, is the ability to summarise all the discussion that has occurred on an issue and from this, conclude what the general feeling of the meeting is and to put this summary formally to the vote.<br><br>For example, "It appears that the general feeling is that we need to provide customers with a named contact once they sign up for our services. Is that agreed?" or "We seem to be saying that customers need a named contact once they sign up for our services. All those in favour of this please raise your hand."<br><br>Tutor to encourage students to think back to a meeting they have attended recently and to identify: a) what were the objectives of the meeting? b) how were they communicated? c) were they achieved d) how was the meeting controlled? |

**Resources:**

- Forsyth, P Making Meetings Work
- Gutmann, J Taking Minutes of Meetings
- Hindle, T.  Essential Managers: Managing Meetings

### 5.0    Communicate effectively one to one

**Session Plan Eleven**

| Competence Criteria | Skills and Knowledge |
|---|---|
| • understand and demonstrate interviewing techniques, focusing on the role of the interviewer (5.1) | • interviews techniques |

| Notes on delivery and activities |
|---|
| Tutors need to briefly summarise the different types of interviews that occur such as, market research interviews or selection interviews, or appraisal, grievance, disciplinary and counselling staff interviews. Tutors should also discuss what makes a good interview. They should be structured (with an opening, the middle part and the closure), should entail preparation on both sides i.e. should be used as a two-way communication process and clear conclusions/actions should be decided at the end of the interview. A key component of the interview is the middle part or the core of the interview. Tutors need to revise questioning technique and active listening (link with session plan one for both topics). Another principle of good interviewing is that interviewees elaborate and explain the point they are making at the same time as remaining concise.<br><br>Tutor should emphasise the four parts of the interview:<br>1) the opening<br>2) the core of the interview<br>3) the end of the interview<br>4) the follow-up (where notes need to be made, decisions communicated to others and actions to be acted upon)<br><br>Tutors should organise group into pairs in order to conduct a role-play interview. The purpose of the interview might be an internal staff promotion interview, an external selection interview, or a disciplinary interview. For the role-plays tutors need to write a brief for each interview scenario. For example, a brief could be written for the selection interview which describes a hypothetical company, the job vacancy and instructions that the interviewee either plays the role of themselves or should take on an assumed character. Tutors should devise a rating sheet to cover the structure of the interview, the use of questions, their active listening and their non-verbal communication. The groups should listen to the interviews and rate the interviewer and interviewee with regard to the factors on the rating sheet. |

**Resources:**

- Brause, R Succeeding at your Interview
- Dobson, A Conducting Effective Interviews
- Fowler, A  The Disciplinary Interview
- Harvard, B   Performance Appraisals
- Neal, J Appraisals - A Guide to Successful Evaluations
- Pfeiffer. Training Solutions - Conducting Selection Interviews
- Robinson, K. R.   Effective Performance Review
- Warwick, D 1990. Interviews & Interviewing
- Wilson, R F Conducting Better Job Interviews

**Session Plan Twelve**

| Competence Criteria | Skills and Knowledge |
|---|---|
| • understand and demonstrate effective use of the telephone (5.2) | • telephone use |

| Notes on delivery and activities |
|---|
| Students need to know how to make telephone calls effectively. If they are going to make a call, they should plan ahead by noting down who they wish to speak to, the purpose of the call and any particular points that need to be made. They should be prepared to leave a message on a voice mail facility. |

Tutors should encourage the group to discuss the different 'house styles' for answering the telephone that are used by companies. Usually the person answering the call needs to state their name and department, find out who is calling and ask how they can help. Whatever procedures are set down for staff to follow, it is essential that a friendly and efficient image be conveyed to anyone who contacts the organisation. Some organisations stipulate how quickly the telephone should be answered. It is inappropriate for a caller to be passed around several departments or left waiting on the line. If the caller wishes to speak to someone who is not available, it is vital that a message is taken which indicates the name of the caller, their job title, their company, their number and the nature of the call.

Other general guidance should be provided in relation to speaking clearly, listening carefully, adopting the correct tone of voice (by avoiding monotone and having a 'smile' in your voice) and by being courteous, avoiding jargon and being concise.

Tutors should use a tape machine to allow students to practise leaving a message on a voice mail facility. Messages should be assessed for clarity and effectiveness (did they leave all the necessary information such as contact number, their full name and a concise but informative message)?

**Resources:**

- Fisher, K. R. Telephone Skills at Work
- Forsyth, P  Telephone Skills
- Friedman, N.J.  Telephone Skills from A-Z The Telephone 'Doctor' Phonebook

### 6.0 Communicate effectively with customers

**Session Plan Thirteen**

| Competence Criteria | Skills and Knowledge |
|---|---|
| • understand and demonstrate customer care skills (6.1) | • customer care |

| Notes on delivery and activities |
|---|
| Customer care relates to four key areas<br><br>1  finding out what customers want<br>2  providing satisfaction through reliable products/services and a flexible customer friendly service which may involve offering options/alternatives to whatever is being purchased<br>3  knowledgeable/courteous staff<br>4  staff with a positive and proactive attitude<br><br>Customer care skills need to be demonstrated when speaking with customers face-to-face or on the telephone. It is important that customers perceive staff to be helpful and welcoming. It is easy for customers to be irritated or annoyed because they feel that their custom is not valued.<br>Tutors can get students to highlight incidents when they have been displeased with the customer care they have received in relation to the four areas listed above.<br>In addition tutors can ask students how the following sentences make customers feel.<br><br>"Mr Smith is busy today - could you call back tomorrow?"<br>"There's nothing I can do to help you - it's company policy that we do not exchange sale goods"<br>"You'll have to give me your account number before I can help you." |

**Resources:**

- Bee, F & Bee, R  Customer Care
- Forsyth, P  Communicating with Customers
- Johns, T  Perfect Customer Care
- Wellemin, J  Successful Customer Care

**Session Plan Fourteen**

| Competence Criteria | Skills and Knowledge |
|---|---|
| • understand and demonstrate customer care skills (6.1) | • customer care skills |

| Notes on delivery and activities |
|---|
| Use the case study below or devise another short case study that shows poor customer care in communications. Pick two students to play the role play as it is written and then ask the other students to amend the case study to show how good customer care would have changed how the representative actually dealt with the customer. Then pick another pair of students and ask them to act out the role-play as they have amended it to show the improved customer care. |

**Resources:**

- Bee, F & Bee, R  Customer Care
- Forsyth, P Communicating with Customers
- Johns, T  Perfect Customer Care
- Wellemin, J  Successful Customer Care

**Session Plan Fifteen**

| Competence Criteria | Skills and Knowledge |
|---|---|
| • understand and demonstrate basic selling skills (6.2) | • selling skills |

**Notes on delivery and activities**

Tutor to inform students of the five main stages of the sales interaction with customers. It may be helpful to use a business-to-business situation where the selling is done to another company. For example, a company selling office furniture to a firm of architects, where the sales representative has got a 'lead' from a stand taken at an office furniture exhibition. The sales person finds there are five stages to the selling transaction.

Five stages:
1  preparation and how that involves doing appropriate research to find out about the customer
2  opening the sales discussion, by establishing empathy and finding out the customer needs
3  presenting the case: explaining the product range and which items would be suitable in terms of benefits to the prospective customer
4  handling objections: listening, acknowledging the objection but thinking of ways to overcome the objection
5  closing the sale: recognising the buying signals, knowing the right time to summarise the situation and then being forthright about the offer being made. Being careful not to talk for too long which can lose the sale

Students should work in pairs to think of a situation where a salesperson did a good job of selling and even in light of objections still managed to make the sale. Students to select the situation discussed in pairs. They then should role play their 'selling scenario' to the rest of the group.

**Resources:**

- McGaulley, M.T.  Selling: 101 Essential Selling Skills for Business Owners and Non-Sales People
- Lloyd, T.  Selling Your Skills
- Tate, T.  Just Sell It
- Vignali, A  Selling Skills
- Weymes, P. How to Perfect your Selling Skills

### 7.0    Make a presentation and produce a written report

**Session Plan Sixteen**

| Competence Criteria | Skills and Knowledge |
|---|---|
| make a presentation to a small group, followed by a short discussion, and produce a written report (7.1) | • reports |

| Notes on delivery and activities |
|---|
| Reports are a key part of the final assignment so students need to be reminded of report formats, how to write in an objective manner and how to be selective with information. |

**Resources:**

- Forsyth, P How to be Better at Writing Reports & Proposals
- Gravett, S The Right Way to Write Reports

**Session Plans Seventeen to Twenty**

| Notes on delivery and activities |
|---|
| • students to work on final assignment<br>• ensure that they are fully aware of the module objectives<br>• enable the students to check that their assignment covers the competence criteria and provide them with the requirements |

**Resources:**

Copy of the syllabus

**Sample case study: Customer Care**

Read the case study and identify how the mobile phone network provider could improve its customer care.

Mr X buys a mobile telephone and chooses to be connected to the Melon Telecommunications Network. This involves paying the equivalent of US$30 per month. Later that day Mr X has followed the complicated instructions in a non-user friendly manual but he has not been able to activate the telephone. The next day the customer tries to contact the customer care line for assistance but after three days, is still unable to get through and has spent several hours queuing on the system to get through. After much detective work Mr X finds out the head office number but because it is a weekend the person who answers says that she cannot help and cannot transfer him to the customer care line either. However, she does promise to leave a message for a customer service representative to call back after the weekend.

A few days after the weekend Mr X has still not been contacted by anyone from the head office so he tries again. This time he finally gets through and complains about the fact that it is a week after purchasing the telephone and he still hasn't been able to use it. He also complains about the fact that it is so difficult to get to speak to somebody via the customer care line and that the manual is so difficult to follow.

The customer care representative answers Mr X by saying "It's not my fault - we've got a staff shortage here which means the line is constantly engaged or people are waiting ages in the queue - so you're not the only one you know!" Mr X is very annoyed by this attitude but still asks for help with activating the telephone. "Oh I'm not sure which button you press with that model - hang on - I'll just have to ask my supervisor…" says the representative. Eventually she comes back to the call with the instructions. Mr X thanks her for her help but says that he is appalled by the level of service. At that point the line goes dead and Mr X is convinced that this is not an accident.

## Resource List

Tutors can make use of the wide variety of textbooks written on the syllabus topic areas as listed below. Do not worry if you cannot access many of these books. As with all resources, they are listed as suggestions, and are not compulsory.

| Author | Title | Publisher, date | ISBN | Competence Criteria |
|---|---|---|---|---|
| Back, Kate & Back, Ken | Assertiveness at Work: A Practical Guide to Handling Awkward Situations | McGraw Hill, 1999 | 007084576X | 2.1. 2.4. 2.5 |
| Bee, F. & Bee, R. | Customer Care | The Chartered Institute of Personnel & Development, 1999 | 0852927762 | 6.1 |
| Brause, R | Succeeding at your Interview | Lawrence Erlbaum Associates, 2001 | 0805838562 | 5.1 |
| Bradbury, A | Successful Presentation Skills | Kogan Page, 2000 | 0749417498 | 4.1 |
| Dobson, A | Conducting Effective Interviews | How To Books, 1996 | 058523924X | 5.1 |
| Eggert, M | Assertiveness Pocketbook | Management Pocketbooks, 1997 | 1870471458 | 2.1, 2.4, 2.5 |
| Fear, R.A. & Chiron, R.J. | Evaluation Interview | McGraw Hill, 1990 | 0071377913 | 2.2 , 2.3 |
| Fisher, J. E. | Telephone Skills at Work | Irwin Professional Publishing, 1993 | 1556238584 | 5.2 |
| Forsyth, P | How to be Better at Writing Reports & Proposals | Kogan Page, 1997 | | 7.1 |
| Forsyth, P | The Negotiator's Pocketbook | Management Pocketbooks, 1997 | 1579220053 | 3.1 |
| Forsyth, P | Making Meetings Work | The Chartered Institute of Personnel & Development, 1998 | 0846451069 | 4.2 |
| Forsyth, P | Telephone Skills | Chartered Institute of Personnel & Development, 2000 | 0852928653 | 5.2 |
| Forsyth, P | Communicating with Customers | Orion Business Books, 1999 | 0752821024 | 6.1 |
| Fowler, A | The Disciplinary Interview | The Chartered Institute of Personnel & Development, 1996 | 0846450313 | 5.1 |
| Friedman, N.J. | Telephone Skills from A-Z – The Telephone 'Doctor' Phonebook | 50 Minute Series | 1560525800 | 5.2 |
| Furnham, A | Body Language at Work | Chartered Institute of Personnel & Development, 2000 | 0846450070 | 1.2 |
| Gravett, S | The Right Way to Write Reports | Elliot Right Way Books, 1998 | 0716021021 | 7.1 |
| Gutmann, J | Taking Minutes of Meetings | The Sunday Times, 2000 | | 4.2 |
| Harvard, B | Performance Appraisals | Kogan Page, 2000 | | 5.1 |

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|---|---|---|---|---|
| Hindle, T | Essential Managers: Managing Meetings | Dorling Kindersley, 1998 | 0789424479 | 4.2 |
| Jay, A & Jay, R | Effective Presentation | FT Prentice Hall, 1999 | 0273600370 | 4.1 |
| Johns, T | Perfect Customer Care | Arrow Business Books, 1999 | 0712659129 | 6.1 |
| Kreiswith, M. & Carmichael, T. | Constructive Criticism | The University of Toronto Press, 1995 | 0802006752 | 2.2, 2.3 |
| Lloyd, T | Selling Your Skills | Everyman Publications, 1998 | | 6.2 |
| Mackay, I | Listening Skills. Management Shapers Series | Chartered Institute of Personnel & Development, 1998 | 0852927541 | 1.1 |
| Maitland, I | Motivating People | Management Shapers, 1999 | 0846451212 | 3.1 |
| McGaulley, M.T. | Selling: 101 Essential Selling Skills for Business Owners and Non-Sales People | Adams Media Group, 1997 | 1558507051 | 6.2 |
| Neal, J | Appraisals - A Guide to Successful Evaluations | Neal's Publications, 1999 | 1882423097 | 5.1 |
| Nuttal, C. J. | Behaviour at Work | 1997 | 000322 4465 | 1.3 |
| Pfeiffer | Training Solutions - Conducting Selection Interviews | Wiley, 1996 | | 5.1 |
| Ribbens, G & Thompson, R | Understanding Body Language in a Week | Institute of Management, 2000 | | 1.2 |
| Robinson, K. R. | Effective Performance Review | The Chartered Institute of Personnel & Development, 1983 | 0852923279 | 5.1 |
| Rotondo, J & Rotondo, R | Presentation Skills for Managers | McGraw-Hill, 2000 | 0071379304 | 4.1 |
| Siddons, S | Presentation Skills | The Chartered Institute of Personnel & Development, 1999 | 0852928106 | 4.1 |
| Tate, T | Just Sell It | Wiley, 1996 | 0471055212 | 6.2 |
| Vignali, C | Selling Skills | Manchester Metropolitan University, 1994 | | 6.2 |
| Warwick, D | Interviews & Interviewing | Spiro Press, 1990 | | 5.1 |
| Weightman, J | Managing People | 2001 | 0852927843 | 3.1 |
| Wellemin, J | Successful Customer Care | Hodder & Stoughton, 1998 | 0764101277 | 6.1 |
| Weymes, P | How to Perfect your Selling Skills | Kogan Page, 1990 | 084641354X | 6.2 |
| Wilson, R F | Conducting Better Job Interviews | Barron's Business Success Series, 1992 | 0812098935 | 5.1 |
| | PowerPoint 2000 - Getting Professional Results | Microsoft | | 4.1 |