

Overview	
Factors	Description
Designer	Caesar Ruan
Course Title	Selling Skills for Retail Associates
Purpose	<ol style="list-style-type: none"> 1. Instil can-do attitude in learners 2. Equipped sales associates with effective sales skills 3. Improve front-line productivity for the company
Learning Outcomes	<p>After completion of the learning, the learners will be able to:</p> <ol style="list-style-type: none"> 1. Explain 3 components of can-do attitude 2. Demonstrate 3 steps to engage customer
Organization	Everbest Shoes & Handbags Pte. Ltd.
Target Audience	Retail associates with responsibilities in sales and customer service
Assumed Knowledge	Basic English

Learners' Profile	<p>Demographics</p> <ul style="list-style-type: none"> • Gender: 13 female, 2 male • Age: 20s – 40s • Culture: 2 Singapore, 7 Malaysia, 3 China, 2 Philippine, and 1 Myanmar • Industry / Organization Experience: 1-4 years <p>Cognitive Characteristics</p> <ul style="list-style-type: none"> • Language ability: Basic English • Educational level: Most middle school level, a few diploma holders from overseas <p>Affective Characteristics</p> <ul style="list-style-type: none"> • Motivation to learn: Most don't believe that the training can be useful • Level of anxiety about learning: low self-esteem and see themselves as under-performers <p>Social Characteristics</p> <ul style="list-style-type: none"> • Relationship to peers: Unfamiliar with each other, same company from different outlets • Tendency to compete or cooperate: Prefer cooperative relationship
Course Duration	12 hours
Class Size	10-15 learners
Venue	Meeting Room

Lesson Plan

Timing/ Duration	Specific Learner Outcomes	Instructions	Instructional Methods	Resources	What Learners Will be Doing
Session I					
9:00- 9:20am (20 mins)	Warm up Get to know each other	Introduction <i>Gagne step 1: Gain attention</i> <ul style="list-style-type: none"> - Play Resource 1 (Video) - Ask learners what the video talk about - Ask learners to stand in circle and make self-introduction 	-Video -Didactic questioning	Resource 1: Video – Working in retail	<ul style="list-style-type: none"> - Watching - Answering question - Sharing prior experience
9:20- 9:25am (5 mins)	Know what to learn and why to learn	Administration Set ground rules: Respect, participation, punctuality, confidentiality, and what else? <i>Gagne step 2: Informing learning outcomes</i> <ul style="list-style-type: none"> - Show outline of the sessions - Go through learning outcomes on slides (Resource 2) - Explain how learners can benefit from the learning 	-Short presentation	Resource 2: Slides show – Rules, learning outcomes	<ul style="list-style-type: none"> - Listening
9:25- 9:40am (15 mins)		Definition of attitude <i>Gagne step 3 – Stimulating learners' recall of prerequisites</i> <ul style="list-style-type: none"> - Learners to stand in 2 lines 			<ul style="list-style-type: none"> - Group activity:

	Recall and identify positive attitude and negative attitude	<ul style="list-style-type: none"> - Distribute Resource 3 (Cards) - Ask positive card holders to move left side, negative card holders to right side - Debrief by asking the differences between negative attitude and positive attitude 	-Game -Didactic questioning	Resource 3: Cards – positive attitude and negative attitude	Recall what is negative and positive attitude
LO 1: Explain 3 components of can-do attitude					
9:40-10:00am (20 mins)	Define can-do attitude Identify components of can-do attitude	Explain can-do attitude <i>Gagne step 4 – Presenting stimulus materials</i> <ul style="list-style-type: none"> - Play Resource 4 (Video) - Ask learners: What we can learn from the video? - Show diagram on flip chart and explain: <ol style="list-style-type: none"> 1. Affective- Turning challenge to opportunity 2. Cognitive- Turning impossible to possible 3. Behavioural- Turning no to yes - Distribute Resource 5 (Handout) - Debrief by asking learners to identify three components of can-do attitude 	<ul style="list-style-type: none"> - Video - Didactic questioning - Short presentation 	Resource 4: Video – I can do anything Flip- chart Marker Resource 5: Handout – steps of can-do attitude	<ul style="list-style-type: none"> - Watching - Answering question - Listening - Reading
10:00-10:15am (15 mins)		Break for refreshment		Drinks and Food	
10:15-10:30am (15 mins)		Develop can-do attitude: Affective component <i>Gagne step 5 – Providing learning guidance</i>			

	Practice how to get motivated by turning challenges into opportunities	<ul style="list-style-type: none"> - Group learners into 3 groups - Each group discuss: <ol style="list-style-type: none"> 1. What challenges are you facing as a sales associate? 2. What opportunities are inherent in the challenges? - Each group share answers with the rest - Debrief by asking what we can learn from the exercise? 	Group discussion		- Discussing
			Didactic questioning	Flip-charts Marker	- Sharing - Reflecting
10:30-10:45am (15 mins)	Practice how to turn impossible to possible by looking for solution	Develop can-do attitude: Cognitive component <i>Gagne step 5 – Providing learning guidance</i> <ul style="list-style-type: none"> - Trigger: Can you sell combs to monk in temple? - Ask learners to reflect on the trigger: <ol style="list-style-type: none"> 1. What do you feel about the task? 2. Are you comfortable with taking the challenge? 3. What are the assumptions behind your response? - Group learners into 3 groups - Each group discuss and share: <ol style="list-style-type: none"> 1. Are those assumptions correct? 2. Can combs be used for purposes other than arranging hair? (gift, massager) 3. Is there any situation in which combs can be useful for monk? (itchy scalp, massage, charity, for pilgrims to show respect for Buddha) - Debrief by asking: <ol style="list-style-type: none"> 1. Can you sell combs to monk now? 2. What we can learn from the exercise? 	Didactic questioning	Slide show trigger question	- Group activity: discussing, reflecting, answering question
			Group discussion	Flip-charts	
			Brainstorming		
10:45-11:00am (15 mins)		Develop can-do attitude: Behavioural component <i>Gagne step 6/7 – Eliciting performance/giving feedback</i>			

	Experience how can-do attitude work	<ul style="list-style-type: none"> - Group learners into 3 groups - Assign challenge to each group - Each group discuss how to respond to the challenge with a can-do attitude - Document discussion on flip-chart and share with the class - Review performance 	Group discussion	Flip-charts Marker	- Group activity: Discussing and sharing
11:00-11:15am (15 mins)	Recall and internalize what have learnt	Recall and retention <i>Gagne step 9 – Enhancing retention and transfer</i> <ul style="list-style-type: none"> - Group learners into 3 groups - Distribute Resource 6 (Worksheet) - Write down responses - Pair up the learners to share responses with each other - Conclude by flashing the learning outcomes 	Reflection Pair discussion	Resource 6: Worksheet- What are the 3 components of can-do attitude? What will you do from now on when face challenge in your work?	<ul style="list-style-type: none"> - Writing - Sharing - Listening
Session II					
9:00-9:15am (15 mins)	Recall prior experience of customer resistance	Warm-up <i>Gagne step 1 – Gaining attention</i> <ul style="list-style-type: none"> - Play Resource 7 (Video) - Ask learners what we can learn from the video? <u>Suggested Answer:</u> Customers do not like sales people. - Debrief by asking 2 learners to share how they approach customer and how customers respond to them 	Video Didactic questioning	Resource 7: Video – Just browsing	<ul style="list-style-type: none"> - Watching video - Answering question - Sharing

9:15-9:30am (15 mins)	Understand sources of customer resistance	Understand customer <i>Gagne step 3 – Stimulating learners’ recall of prerequisites</i> <ul style="list-style-type: none"> - Group learners into 3 groups - Each group discuss: Based on your experience, why customers are negative toward sales? - Select one learner from each group to share their answers with the rest <u>Possible learner responses:</u> <ul style="list-style-type: none"> • Too pushy • Too slick • Snobbish • Aggressive 	Group discussion	Flip charts Markers	- Group discussion -Sharing
9:30-9:35am (5 mins)	Get to know what to learn and why to learn	Understand customer <i>Gagne step 2 – Informing learners of learning objectives</i> <ul style="list-style-type: none"> - Go through the learning outcomes on slides - Explain why it is important to learn this lesson 	Short presentation	Slides	-Listening
LO 2: Demonstrate 3 steps for engaging customer					
9:35-9:50am (15 mins)	Know the techniques for avoiding negative reaction from customer	Greeting: Avoid negative reaction from the beginning <i>Gagne step 4 – Presenting stimulus materials</i> <ul style="list-style-type: none"> - Play Resource 8 (Video) - Asking learners what can we learn from the video <u>Suggested answers:</u> <ul style="list-style-type: none"> • Don’t say “Can I help you?” • Do say “How are you today?” • Don’t approach from the opposite 	Video Didactic questioning	Resource 8: Video – Greeting customer	-Watching video -Answering questioning

		<ul style="list-style-type: none"> • Do approach from 45 degree angle - Demonstrate proper way to approach customer - Debrief by asking learners what are the key points <u>Suggested answer:</u> <ul style="list-style-type: none"> • Warm • Not targeted • Free 			
9:50-10:00am (10 mins)	Practicing the techniques learnt	Practice greeting techniques <i>Gagne step 5 – Providing learning guidance</i> <ul style="list-style-type: none"> - Learners pair up to practice greeting customer Make comments on each pair	Practice		-Practicing
10:00-10:15am (15 mins)		Break for refreshment		Drinks and food	
10:15-10:30am (15 mins)	Know how to build rapport with customer through small talk	Building rapport through small talk <i>Gagne step 4 – Presenting stimulus materials</i> <ul style="list-style-type: none"> - Play Resource 9 (Video) - Asking learners what we can learn from the video <u>Suggested answers:</u> <ul style="list-style-type: none"> • Don't talk about product or promotion • Do talk about things that interest customer - Demonstrate a small talk with customer - Debrief by asking what is the key point <u>Suggested answers</u> <ul style="list-style-type: none"> - Person-to-person relation instead of salesperson-to-customer relation 	Video Didactic questioning	Resource 9: Video – Building rapport	-Watching video -Answering question
10:30-10:40am (10 mins)		Practice starting small talk with customer <i>Gagne step 5 – Providing learning guidance</i>		Resource 10:	

	Practice small talk	<ul style="list-style-type: none"> - Pair up learners - Distribute Resource 10 (Handout) - Ask learners to use given open lines to start a small talk with partner <ul style="list-style-type: none"> • Review 	Practice	Handout- open lines for small talk	-Practicing
10:40-10:55am (15 mins)	Know how to transit to sales from small talk	Transition to sales <i>Gagne step 4 – Presenting stimulus materials</i> <ul style="list-style-type: none"> - Explain when and how to get to sales after small talk - Play Resource 11(audio) - Ask learners to find out the transition sentence 	Short presentation	Resource 11: Audio - dialogue	-Listening
10:55-11:05am (10 mins)	Practice how to direct small talk to sales	Practice transition <i>Gagne step 5 – Providing learning guidance</i> <ul style="list-style-type: none"> - Pair up the learners - Distribute Resource 12 (Handout) - Ask learners to direct the small talk to sales - Review 	Practice	Resource 12: Handout- script for small talk	-Practicing
11:05-11:25am (20 mins)	Integrate and apply the three steps	Engaging customer <i>Gagne step 6/7 – Eliciting performance/giving feedback</i> <ul style="list-style-type: none"> - Group learners into 3 groups - Distribute Resource 13 (Role play script) - Each group do role play: engaging customer - Comment on each group 	Role-play	Resource 13: Script for role play	-Group activity: role play
11:25-11:40am (15 mins)		Recall and retain <i>Gagne step 9 – Enhancing retention and transfer</i> <ul style="list-style-type: none"> - Distribute Resource 14 (Worksheet) 	Reflection	Resource 14:	-Reflecting

	Recall and internalize the 3-step techniques	<ul style="list-style-type: none"> - Ask learners to write down their response to questions: <ul style="list-style-type: none"> o What are the 3 steps to engage customer? o How do you apply the 3-step techniques to your workplace? - Pair up the learners to share response with each other - Conclude by flashing the learning points of this session 	Pair discussion	Worksheet – steps to engage customer	-Writing -Sharing -Listening