

# Unit 19: Personal Selling and Promotional Skills for Hospitality

<b>Unit code:</b>	<b>F/601/0489</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The aim of this unit is to enable learners to gain knowledge of how personal selling and promotional activities benefit hospitality businesses and the various types of customers and the factors that influence their decisions to purchase, and gain skills to design promotions and use personal selling skills to promote and sell hospitality products and services.

## ● Unit introduction

Personal selling is the marketing function that deals with the customer on a direct or face-to-face basis. Personal selling attempts to inform and educate prospective customers and to persuade them to purchase products and services. Promotional activities are essential within marketing to create awareness and to stimulate interest in the product or service offered.

This unit introduces learners to the various types of personal selling and promotional activities to be found within the hospitality industry. The promotional activities include the promotional mix, public relations and direct selling.

Learners will investigate the types of customers relevant to hospitality businesses, including individuals, groups, business and private customers, as well as customer profiles based on income, class, age and gender. Learners will also look at factors that influence the decision to purchase and the decision-making process itself.

Learners will take part in practical activities. They will design promotions for use in hospitality businesses, which will be linked to an overall business strategy and take into account the costs and resources needed and the benefits to the customer and the business. Learners will then put into practice their personal selling skills, such as their knowledge of the promotion and their ability to create awareness, identify the product/service features and benefits, handle objections, and close the sale.

## ● Learning outcomes

### On completion of this unit a learner should:

- 1 Know how personal selling and promotional activities benefit hospitality businesses
- 2 Know the various types of customers and the factors that influence their decisions to purchase
- 3 Be able to design promotions for use in hospitality businesses
- 4 Be able to use personal selling skills to promote and sell hospitality products and services.

## Unit content

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### 1 Know how personal selling and promotional activities benefit hospitality businesses

*Personal selling:* definition; benefit to the organisation eg increased occupancy/usage, increased sales, repeat business, brand loyalty, customer loyalty, new business, increased market share; keeping within budget; resources and support needed; staff training; staff benefits

*Promotional activities:* definition; promotional mix eg advertising, merchandising, publicity; public relations eg press releases, sponsorship, corporate communications; direct selling; benefit to organisation eg public awareness, community relations, improved image, new sales opportunities

### 2 Know the various types of customers and the factors that influence their decisions to purchase

*Types of customer:* types eg individuals, groups, business, private, residential/non-residential; customer profiles eg age, gender, cultural background, lifestyle, disposable income, social class, special needs, special interests; identifying needs and wants; satisfied/dissatisfied customers

*Decision to purchase:* factors eg price, quality, ability to purchase, reputation, customer loyalty; decision process eg recognition of need, identifying availability, evaluating alternatives, purchase decision; post-purchase behaviour

### 3 Be able to design promotions for use in hospitality businesses

*Promotion brief:* aims and objectives; links to overall business strategy; customers; benefits; costs to business; resources required; type of selling

*Types of products and services:* products and services eg accommodation, food and beverage, leisure facilities, conference and banqueting facilities, business support, audio visual, e-commerce, corporate hospitality; ancillary services; unique selling points (USPs) of products and services

### 4 Be able to use personal selling skills to promote and sell hospitality products and services

*Personal skills:* personal presentation; verbal communication eg listening, questioning; non-verbal communication; assertiveness; negotiation; delegation

*Selling skills:* types of selling eg face-to-face, telephone selling, customer oriented, product oriented; type of sale eg single, multiple, current, new; features of successful selling eg knowledge of products and services, creating awareness, identifying product/service features and benefits to customer, recording the sale

*Effective personal selling skills:* features eg handling objections, closing the sale, up-selling, encouraging repeat business

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> describe personal selling and promotional activities used by hospitality businesses, outlining the benefits of these activities [IE 1, 2, CT 2]	<b>M1</b> explain why specific promotional activities are used for hospitality products and services	<b>D1</b> assess the use of specific promotional activities and personal selling skills, showing how they influence decision making for different hospitality customers
<b>P2</b> describe different types of hospitality customers and factors that influence their purchasing decisions [IE 1, 2]	<b>M2</b> assess the factors that contribute to customer purchasing decisions for hospitality products	
<b>P3</b> design promotions that could be used to demonstrate personal selling skills [CT 1, 5, 6]		
<b>P4</b> promote hospitality products using personal selling skills. [RL 2, SM 1, 2, 3, 4, 5, 7, EP 5, 6]	<b>M3</b> demonstrate high levels of personal selling skills to implement the hospitality promotion.	<b>D2</b> evaluate own promotion and selling skills, making recommendations for improvements.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

## Essential guidance for tutors

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### Delivery

This unit introduces learners to the basic principles and strategies of marketing in the hospitality industry. Delivery of the unit should use a variety of approaches, and learners should research the principles of marketing under tutor guidance, using a range of resources. Textbooks, internet research and visits to industry, talks by visiting speakers or case studies are some of the resources which could be used in the delivery of the unit content.

Learners should be encouraged to design questionnaires and carry out a limited amount of market research themselves to develop understanding of research types and implementation. This activity should be applied to a real product or service, possibly within the college environment in order to promote understanding of the analysis of data and the application of market research results. Visiting speakers and visits to industry will also ensure currency and vocational relevance to the delivery of the unit.

Links to real hospitality organisations may provide learners with an opportunity to investigate actual marketing strategies or develop new materials for use in real businesses.

Learners may be able to devise marketing strategies for specific hospitality products or design marketing materials for events. The unit provides an ideal opportunity for learners to carry out investigations and presentations related to existing hospitality products, services and organisations.

Use of case studies can support the understanding of marketing environment analysis and development of hospitality products and services. This may be particularly useful when investigating the elements of PEST and SWOT analysis and marketing mix, and it may be supported by visiting speakers.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to the unit and the programme of learning and assessment.
Tutor input on types of personal selling. Group discussion on benefits to the business. Activity on benefits of selected types of materials and the possible benefits to a business.
Tutor-led review of the process of producing materials. Activity – learners plan which material to produce given a budget and a simple personal selling scenario and agree the main benefit. Whole group feedback and reflection on activity.
Visits to hospitality businesses to find out about their promotional activities.
<b>Assignment 1 – How Personal Selling and Promotional Activities Benefit Hospitality Businesses (P1, M1, D1)</b>
Learners create a presentation about the benefits of personal selling and promotional activities to hospitality businesses.
Group discussion on prior learning and understanding of customer types within hospitality from other areas studied. Tutor input on customer types within this context. Individual activity on customer profiles.
Tutor-led discussion on what factors affect customers' decisions to buy. Tutor input on factors that affect different types of customers.
Visits to hospitality businesses to observe customer behaviour when deciding to purchase.
Pair activity on factors that could affect selected customer types. Group discussion on why these factors could affect the buying decision.
<b>Assignment 2 – Types of Customers (P2, M2)</b>
Learners create a presentation about the different types of customers and the factors that influence their decisions to purchase.
Tutor-led discussion on criteria for designing promotions for use in hospitality businesses.
Tutor-led discussion on products and services available in hospitality businesses.
<b>Assignment 3 – Designing Promotions for Use in Hospitality Businesses (P3)</b>
Learners design promotions for use in hospitality businesses.
Tutor input on personal selling skills. Discussion on communication skills and previous learning.
In pairs learners role play selected types of selling/types of sales and practice communication skills.
Tutor input on features of successful selling. Group activity on features of successful selling for a number of different situations.
Tutor-led discussion on how to evaluate performance and how to make recommendations for improvements. Group activity – role play making a sale. Learners evaluate their own performance and make recommendations for improvements.
<b>Assignment 4 – Using Personal Selling Skills to Promote and Sell Products and Services (P4, M3, D2)</b>
Based on promoting and selling hospitality products and services to real customers.
Tutorial support and feedback.
Self-initiated learning time.

## Assessment

Any evidence submitted for criteria requiring the practical demonstration of skills, for example role plays or the ability to work independently, must be supported by observation sheet(s) signed by the assessor and identify how specific criteria have been met.

The sub-headings in this section mirror the funnelling opportunities in the grading grid. They suggest how assessment can be grouped to allow learners to progress to the higher grades; however, they are not prescriptive

### **P1 – M1 – D1**

For P1, learners need to describe a range of personal selling and promotional activities used by hospitality businesses and outline the benefits of these activities. One way of doing this would be to carry out an investigation into the range of promotions used by a large business such as a multinational fast-food business.

For M1, learners need to go further than for P1 and explain the reasons for use of specific types of promotional activity in hospitality businesses, for example use of TV advertising for a fast-food operator.

For D1, learners must assess the strengths and weaknesses of promotional activities and selling skills that are, or have been, used. This will relate to a specific hospitality product or service, such as a weekend break at a country house hotel or a conference package. Learners will evaluate the ways in which different promotions are used, how they seek to influence purchasing decisions of three different target customers, and assess the relevance of personal selling to the product.

### **P2 – M2**

For P2, learners have to describe hospitality providers or businesses and their customers and factors that influence their purchasing decisions. For instance, a description covering a large coffee shop chain, an independent hotel, a licensed retail business and a restaurant brand would allow learners to deal with a range of customer types and influences on purchasing decisions.

For M2, learners need to assess the factors that influence customer purchasing decisions. Learners will show which factors are the most important for different hospitality products. Using evidence related to purchasing decisions from P2, learners should assess the relative importance of these factors, eg comparing reputation and post-purchase behaviour for hospitality products.

### **P3**

For P3, learners have to design at least two specific materials or strategies to promote hospitality products or services. The materials or strategies will demonstrate personal selling skills for P4. The promotions will take into account the type of customer it is aimed at, as well as costs that would be incurred and the resources required. A promotion could be in the form of written material, for example a leaflet or a poster, or it could be a prepared sales pitch.

## P4 – M3 – D2

For P4, learners need to use personal selling skills to promote the ideas generated for P3. Learners will provide evidence related to two hospitality products and show how they used their individual skills and abilities. This could take place in a real situation or it could be simulated and demonstrated by role play. At pass level, some selling skills will be demonstrated successfully; as a minimum, learners will be able to communicate product knowledge and encourage customer awareness.

To achieve M3, learners will show a higher level of skill than for P4, demonstrating that they are successful at selling and handling objections in their personal selling and that they can close sales and encourage repeat business.

For D2, learners must evaluate the promotion that they designed and implemented in P3, P4 and M3. They will consider how successful the original idea was in terms of whether the assumptions on which it was based were valid, and how they would do it differently in future. They will also consider the execution of the promotion in terms of the extent to which their personal and selling skills contributed to their success and where their own strengths and weaknesses lie.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	How Personal Selling and Promotional Activities Benefit Hospitality Businesses	Learners take the role of creative salesperson in a large hotel and are asked to produce a presentation about the different types of customers and the factors that influence their decisions to purchase.	Learners create a presentation for use with new staff.
P2, M2	Types of Customers	Learners continue in the role of creative salesperson and are asked to produce a presentation about the benefits of personal selling and promotional activities to hospitality businesses.	Learners create a presentation for use with new staff.
P3	Designing Promotions for Use in Hospitality Businesses	Learners continue in the role of creative salesperson and are asked to design promotions for use in the hospitality business they work for.	Learners design materials or strategies for use in the hospitality business they work for.
P4, M3, D2	Using Personal Selling Skills to Promote and Sell Products and Services	Learners continue in the role of creative salesperson and are asked to promote hospitality products using personal selling skills.	Role play or work placement supported by observation sheets.

## Links to other BTEC units

This unit forms part of the *BTEC Hospitality* suite. This unit has particular links with the following unit titles in the Hospitality suite:

Level 2	Level 3
	Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism
	Providing Customer Service in Hospitality
	Marketing for Hospitality

## Essential resources

Industry work experience will provide an invaluable source of information for the unit.

## Employer engagement and vocational contexts

Links with local employers should be developed to enable tutors to put the unit into a vocational context through work placements or visits. Speakers from the local hospitality industry could also be used to provide specialist knowledge and relay examples of current marketing activities. Work placements will provide learners with first-hand experience of how a hospitality business uses the marketing process to promote and develop its products and service. The work experience needs to be well structured and have clear expected learning outcomes.

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	<p>P1 describing personal selling and promotional activities used by hospitality businesses, outlining the benefits of these activities</p> <p>P2 describing different types of hospitality customers and factors that influence their purchasing decisions</p> <p>[IE 1, 2]</p>
<b>Creative thinkers</b>	<p>P1 describing personal selling and promotional activities used by hospitality businesses, outlining the benefits of these activities</p> <p>[CT 2]</p> <p>P3 designing promotions that could be used to demonstrate personal selling skills</p> <p>[CT 1, 5, 6]</p>
<b>Reflective learners</b>	<p>P4 promoting hospitality products using personal selling skills</p> <p>[RL 2]</p>
<b>Self-managers</b>	<p>P4 promoting hospitality products using personal selling skills</p> <p>[SM 1, 2, 3, 4, 5, 7]</p>
<b>Effective participators</b>	<p>P4 promoting hospitality products using personal selling skills</p> <p>[EP 5, 6].</p>

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	<p>explaining why specific promotional activities are used for hospitality products and services</p> <p>assessing the use of specific promotional activities and personal selling skills, showing how they influence decision making for different hospitality customers</p> <p>assessing the factors that contribute to customer purchasing decisions for hospitality products</p> <p>[IE 4, 6]</p>
<b>Self-managers</b>	<p>demonstrating high levels of personal selling skills to implement the hospitality promotion [SM 1, 2, 3, 4, 5, 7]</p>
<b>Effective participators</b>	<p>evaluating own promotion and selling skills, making recommendations for improvements [EP 4].</p>

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	
Troubleshoot	
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	designing promotions for use in the hospitality industry
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	

Skill	When learners are ...
<b>Mathematics</b>	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing their experience of personal selling designing promotions for use in the hospitality industry.
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	