



Unit 23: Personal Selling and Promotional Skills for Hospitality

Delivery guidance

The purpose of this unit is to investigate the role of personal selling and promotional activities and how they can benefit hospitality businesses. The unit will enable learners to develop the skills needed to promote and sell products and services in a hospitality context.

You should encourage learners to look at the promotional mix of a variety of organisations in the hospitality industry and help them to understand how they link to their promotional objectives. On a more practical note, learners will need to be able to demonstrate their personal selling skills for a hospitality product or service. Looking at videos and taking part in role plays will help learners to understand how to make a successful sale and reflect on their own performance.

Learners must have plenty of opportunities to research and discuss different types of organisation in the hospitality industry, and their promotional techniques, so they can show their knowledge and understanding of the unit.

To complete this unit, learners will need access to a range of research materials, which could include the internet, journals or magazines, and books. Learners need to be well prepared for assessment, so it is important that they compile a portfolio with notes, activities and research. You might want to instruct them to organise these materials in sections relating to each learning aim, with an additional section for general use. You could also instruct learners to compile a glossary of relevant terminology as an ongoing activity.

You could use a range of delivery methods in this unit, such as:

- class and small group discussions, e.g. on the role of the promotional mix and how it is applied in different organisations, and its importance
- individual or group presentations, e.g. to cover the product life cycle and the different activities used at different stages
- case studies and video clips, e.g. to illustrate personal selling in organisations in the hospitality industry
- media and journal articles, e.g. relating to the legal and ethical issues
- internet access, e.g. to provide talks and videos on personal selling and promotion.

Group work is an acceptable form of delivery, but you must ensure that each learner produces their own evidence that is sufficient for assessment.

Approaching the unit

For learning aim A, it is important that learners understand the types of promotional activity and their application in the hospitality industry. You could ask learners to work in small groups to discuss their own knowledge of promotional activities and share their ideas with the class. They could also research different promotional activities in real businesses.

Learners will need to understand promotional activities and their benefits, and their impact on contrasting organisations in the hospitality industry. A good way to deliver this topic would be to use case studies and scenarios to prompt group discussion. Use examples to illustrate the beneficial effects of promotional activities on different hospitality businesses and allow the class to discuss these and add their own examples.

In learning aim B, learners will learn to create a promotional mix for use in a hospitality business of their choice, for example, a hotel, a takeaway or fast food outlet, a contract food service provider, a local authority provision, a sporting club or a music event. To deliver this learning aim, you could give learners case studies to allow them to investigate the promotional mix of different hospitality businesses, to enhance class or group discussions. Learners should also research real businesses to support their learning. You should ensure their understanding of the legal and ethical issues; this could be done using a presentation or group discussion as well as case studies to show the issues in context.

Learning aim C takes a practical approach and learners will learn how to make an effective personal sale. They could practise this skill at their part-time job or as part of their work experience. You could also deliver this aim using role play exercises.

Learners are required to evaluate the effectiveness of their sale, reflecting on personal skills and recommending future improvements. They should be given opportunities to practise evaluative and reflective tasks, for example, based on role plays or case studies.

You could invite guest speakers from local and national hospitality businesses to talk about personal selling and promotional activities. You should ask learners to prepare questions before the speaker's arrival, focusing on personal selling and promotional activities and how they benefit the business. This should ensure that learners get the most out of this activity.

Industry work experience would provide an invaluable source of information for this unit.



Assessment model

Learning aim	Key content areas	Recommended assessment approach
<p>A Explore promotional activities in hospitality businesses</p>	<p>A1 Promotion A2 Advertising A3 Sales promotion A4 Public relation (PR) activities A5 Direct marketing A6 Personal selling A7 Benefits of promotional activities</p>	<p>A written report that examines the promotional activities used by two contrasting hospitality businesses and that considers the effectiveness of the promotional activities in one of these businesses.</p> <p>It will include a promotional mix for a hospitality business of their choice. This is to be supported by the impact of legal and ethical issues on the proposed mix.</p>
<p>B Create a promotional mix for use in a hospitality business</p>	<p>B1 Types of hospitality business B2 Promotional mix B3 Customer groups and profiles B4 Legal and ethical issues</p>	
<p>C Demonstrate personal selling skills for a hospitality product or service</p>	<p>C1 Customer buying process C2 Type of sale C3 Factors that influence the customer decision to purchase C4 Personal selling skills and sales behaviour C5 Features of successful selling</p>	<p>A practical demonstration of personal selling skills for a hospitality business of their choice supported by an explanation of the importance of knowing the customer and the buying process when making personal sales.</p>

Assessment guidance

This unit is internally assessed. The recommended assessment is through three internal assignments. The learner work produced for learning aim A will also be used to complete learning B

An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from tutors. All learners must independently generate individual evidence that can be authenticated.

For learning aim A, the main source of evidence is likely to be a written report. The evidence should examine the promotional activities of two different hospitality businesses and evaluate the effectiveness of one of the companies' promotional activities.

Learners will demonstrate their knowledge and understanding by incorporating independent research into their work. Learners will use relevant evidence from two contrasting hospitality businesses to demonstrate the differing approaches to promotional activities. The businesses selected by the learner in learning aim A should be contrasted in terms of their function (for example, a fast food business and a luxury hotel). It is recommended that learners' own centre is not used for this unit.

In learning aim B, as a second part of the report, learners must create the promotional mix for a hospitality business of their choice. They should evaluate the extent to which their mix will satisfy the needs of the customers and discuss its impact on any legal and ethical issues.

For learning aim C, learners must give evidence of making a personal sale in a practical demonstration. The sale could be made at their part-time job, as part of their work experience or in a formal role play demonstration. If a role play is used, it must not be scripted or pre-prepared as this would not allow learners to demonstrate their skills.

Learners are required to evaluate the effectiveness of their sale, reflecting on personal skills and recommending future improvements. Learners will also need to explain the importance to sales staff of knowledge of the customer and the buying process.



Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

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Introduction

Begin by providing learners with an overview of the unit using a group discussion. You could include what they will learn and how they will be assessed. This can be followed by outlining the learning aims of the unit.

Learning aim A: Explore promotional activities in hospitality businesses

- Begin with a presentation that introduces the key terms promotion, product life cycle, promotional mix and promotional aims.
- Present case studies showing examples of hospitality products and services at different stages in the product life cycle. Learners can identify the characteristics of each case study, relating to the elements within the product life cycle (introduction, growth, maturity, decline).
- Ask learners to work in small groups to research the different activities used to promote a hospitality product or service at various stages of the product life cycle. Each group should choose one stage to research. This could lead to a class discussion on the advantages and disadvantages of the different types of promotional activity.
- Give a presentation on the promotional mix and discuss its impact on contrasting organisations in the hospitality industry. Ask learners to work in small groups to discuss their own knowledge of promotional activities; they then share their ideas with the class.
- Using case study materials, learners could work in small groups to identify potential sales strategies relating to each stage of the product life cycle. They could then share their thoughts with the rest of the class.
- Extend learning by asking learners to write a short report that contrasts the promotional activities of two local (or fictional) hospitality enterprises. You could provide learners with a case study or case studies on which to base this task.
- Ask learners to work in groups of no more than six to research and make notes on one of the four types of advertising. Each group then selects an 'expert'. After 20 minutes, all learners swap tables except the designated 'experts'; these experts introduce and lead a discussion about the type of advertising they researched. Learners keep swapping tables until they have discussed all four types. Use learners' examples to support a tutor-led discussion on the role of advertising and its use in different hospitality businesses.
- Give a presentation on sales promotion methods. Present case studies illustrating the use of:
 - tasting sessions
 - giveaways and samples
 - special offers
 - money off coupons and discounts
 - early bird meals
 - buy one get one free
 - competitions
 - loyalty schemes
 - point of sale materials (POS).

- Ask learners to research and make notes on how a local hospitality business uses one of the methods above. Ask learners to share their findings with the class.
- Give learners examples of PR activities, direct marketing and personal selling used by different hospitality businesses. Allow the class to discuss them and make notes, adding their own examples.
- Ask learners to collaborate in small groups to share their thoughts on the benefits of advertising, promotional methods, PR activities, direct marketing and personal selling. Learners can then share their findings with the class. You should confirm the benefits here using the specification.
- You could invite guest speakers from local and national hospitality businesses to talk about promotional activities. Learners should prepare questions before the speaker's arrival, focusing on promotional activities and how they benefit the business. This should ensure that learners get the most out of this activity.
- Ensure that all learners are prepared for assessment before handing out the assignment brief.

Learning aim B: Create a promotional mix for use in a hospitality business

- Lead a discussion on the different types of hospitality business and how these businesses would use a promotional mix. Use real-life examples.
- Give a presentation that explains how all businesses have aims, for example, to survive, to make a profit, to grow or to increase market share. Ask learners to think about how a promotional mix would link with the aims of a business and with its promotional objectives. This can be done as a class discussion, with learners making notes.
- Ask learners to research the term 'unique selling point' (USP) and make notes on the importance of a business having a USP.
- Ask learners to write a short report on a hospitality business of their choice, explaining its promotional mix including resources used, its USP and its target market. Extend this activity by asking learners to evaluate the benefits and costs to the business of this promotional mix. Learners could complete this activity using a case study if there is not enough information available about a real local business. This task can be used for formative assessment.
- Give a presentation on the concept of customer groups, to include individuals and businesses (business-to-business, B2B and business-to-consumer, B2C).
- Ask learners to research the groups that are targeted by hospitality businesses in the local area. They then share their findings with the class.
- Give a presentation on how and why businesses use consumer profiles.
- Ask learners to work in pairs to research the importance of a business understanding customer profiles when creating a promotional mix. They then discuss their findings with the class and make notes.
- Extend learning by asking learners to write a short report on the ways in which a well-known hospitality business uses customer profiling, looking at the advantages and disadvantages. Learners could also use a given case study.
- Give a presentation on legal and ethical issues.
- Lead a class discussion on the difference between legal and ethical requirements and legal implications. Use real-life examples.
- Ask learners to discuss, in small groups, the legal and ethical issues that could affect the promotional mix and their implications for hospitality businesses.
- Extend learning by asking learners to write a short report analysing the implications for a hospitality business of consumer protection and data protection laws. You could provide a case study of a

fictional business which has had issues or has not followed these laws correctly. This will help learners to develop their understanding of these issues in context.

- Lead a discussion on the implications of breaching statutory legislation, both for the hospitality business and for the salesperson.
- Give small groups of learners a case study of a local hospitality business and create a promotional mix for that business. The business could be, for example, a hotel, a takeaway or fast food outlet, a contract food service provider, a local authority provision, a sporting club or a music event.
- Ask each group to present their promotional mix. Their presentations should include:
 - a brief outline of the chosen hospitality business
 - the promotional mix and its intended customers
 - the objectives of the promotional activities
 - links to the business aims.
- After each presentation, lead a class discussion on the likely extent to which the proposed promotional mix will meet the needs of the customers. Also ask learners to comment on the legal and ethical issues that might have to be considered.
- Extend this activity by asking learners to write up an evaluation of their mix based on feedback from the class discussion and their own thoughts.
- Learners can write a report analysing the real promotional activities of a hospitality business, based on case study materials or independent research.
- Ensure that all learners are prepared for assessment before handing out the assignment brief.

Learning aim C: Demonstrate personal selling skills for a hospitality product or service

- Begin by giving a presentation on the customer buying process. Ask learners to think about the steps in the process and write a short report that relates these steps to a situation when they have bought a hospitality product or service.
- Lead a class discussion on the factors that influence a customer's decision to purchase. Ask learners to consider which factor they think is the most important, using examples from their own recent purchases. If possible, learners should visit hospitality businesses to observe customers' behaviour when they are deciding whether to buy a good or service.
- Provide case study materials that illustrate the customer buying process in the hospitality industry. Ask learners to work in pairs to use these materials to make notes on why it is important for a salesperson to understand this process. Pairs then share their ideas with the class.
- Give a presentation on the factors that influence a customer's decision to purchase, i.e. price, quality, ability to pay, reputation and customer loyalty.
- Ask learners to write notes evaluating the factors which influence a customer to purchase, for example, a stay in a hotel or a meal at a restaurant. Learners can then share their findings with the class.
- Give a presentation on personal selling skills and sales behaviour and the features of successful selling. Ask learners to share their experiences as a customer.
- Ask learners to create a knowledge quiz (questions and answers) on the features of successful selling to confirm understanding.
- Show clips from videos on the internet, such as from Hubspot (see Resources section). Ask learners to work in small groups to share their thoughts on what makes a good salesperson and the features of effective selling. They then share their ideas with the class. You should confirm learning on this topic using the specification.

- Give a presentation on the features of successful selling. Lead a class discussion on why it is important to know the customer and understand the buying process and the type of sale when making personal sales.
- Divide the group into pairs and, in each pair, identify one learner as the salesperson and the other as the customer. Allocate a different product or service to each salesperson, who should try to complete a successful sales transaction with the customer. The salesperson is required to show knowledge of the product or service and its features and benefits to a customer; the customer is required to request clarification and/or make objections which the salesperson should try to handle. The salesperson should attempt to upsell or make add-on sales where appropriate. The aim of the role play is for the salesperson to close the sale. The role plays should be performed in front of the class and all learners must have the opportunity to take the role of a salesperson.
- During the role play, ask learners to evaluate the performance of the salesperson by completing a teacher-prepared checklist, considering:
 - personal attributes (product knowledge, empathy, persuasion, personal presentation)
 - verbal communication skills (listening and questioning)
 - non-verbal communication skills (body language)
 - assertiveness
 - negotiation skills
 - delegation.
- After each role play, lead a class discussion evaluating the performance of the salesperson and suggesting potential improvements.
- Ensure that all learners are prepared for assessment before handing out the assignment brief.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 1: The Hospitality Industry
- Unit 25: Employee Training in Hospitality

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International Level 3 Qualifications in Hospitality and Catering. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Bowie, D., Buttle, F., Brookes, M. and Mariussen, A., *Hospitality Marketing*, 3rd edition, Routledge, 2017, ISBN 9781138927483

Written specifically for learners taking marketing modules within a hospitality course, it contains examples and case studies that show how ideas and concepts can be successfully applied to a real-life work situation. Suitable for all learners.

Jobber, D., Lancaster, G. and Le Meunier-FitzHugh, K., *Selling and Sales Management*, 11th edition, Pearson, 2019, ISBN 9781292205021

Contains a section on sales practice including personal selling skills. Suitable for all learners.

Johnston, M. and Marshall, G., *Contemporary Selling: Building Relationships, Creating Value*, 5th edition, Routledge, 2016, ISBN 9781138951235

Explores how salespeople can build successful relationships and create value for customers. Suitable for higher-level learners.

Kotler, P., Bowen, J., Makens, J. and Baloglu, S., *Marketing for Hospitality and Tourism*, global 7th edition, Pearson, 2017, ISBN 9781292156156

Discusses hospitality marketing from a team perspective, examining each hospitality department and its role in the marketing mechanism. Suitable for higher-level learners.

Kotler, P. and Armstrong, G., *Principles of Marketing*, global 17th edition, Pearson, 2018, ISBN 9781292220178

Contains a section on personal selling and sales promotion. Suitable for higher-level learners.

Schiffman, L. and Wisenblit, J., *Consumer Behavior*, global 12th edition, Pearson, 2019, ISBN 9781292269245

Explores how the examination and application of consumer behaviour is central to the planning, development and implementation of successful marketing strategies for businesses. Suitable for tutors.

Journal

Journal of Hospitality Marketing & Management (Taylor and Francis) –publishes high-quality, peer-reviewed research papers, reports and book reviews for hospitality marketing and management; suitable for tutors

Websites

Hubspot – has a blog which contains links to ‘The 34 best sales training videos on YouTube’

Lumen Learning – the page on ‘Boundless Marketing’ gives a summary of personal selling and sales promotion

TED-Ed – has a growing library of lessons and educational videos

Videos

YouTube – has a number of free videos for learners, tutors and professionals

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.