Business lesson 2 – Teacher notes

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Learning aim:

To explore how data can be used to support and improve the sales process.

Curriculum links and Skills Builder focus skills chart:

England The national curriculum (England)	**Business operations** Students must know and understand the sales process and the importance to businesses of providing good customer service, including product knowledge, customer engagement and post-sales service.
Scotland The National 5 Business Management	**Management of operations – Quality** Methods of ensuring quality, e.g. quality control, quality assurance, use of quality inputs. The costs and benefits of ensuring quality.
Wales WJEC GCSE in business specification	**Sales process** Learners need to understand the importance of good customer service and meeting customer expectations (including preparing through good product knowledge and customer engagement).
Skills Builder Framework Focus Skills	
Listening – The receiving, retaining and processing of information or ideas	**Listening step 5** I listen to others and record important information as I do.
Teamwork – Working cooperatively with others towards achieving a shared goal	**Teamwork step 6** I contribute to group decision making.

Main skills developed and how:

- Interpretation – Learners will interpret data to draw conclusions.
- Problem solving – Learners will apply and demonstrate a range of problem-solving skills through the class, group and individual tasks the lesson contains.

Equipment required:

- Student worksheet
- Answer sheet
- PowerPoint

Suggested layout of the session:

3 minutes – Introduce the lesson to learners by stating the aim and explain the skills which are going to be covered in the session. Then go around the room and ask learners to each state one factor which influences where they get their hair cut. Once a range of answers have been given, inform learners the answers they have just given are all part of what is known as the sales process - the journey a customer undertakes to purchase a product. If one part of the sales process is weak or not up to standard, it could potentially lead to a customer taking their custom elsewhere.

4 minutes – Display graph 1 to the class and inform learners that the chart shows the sales data for a hairdressing company known as Curl Up Hairdressers. Use the questioning strategy of observe [Question 1], wonder [Question 2] and infer [Question 3] to analyse the data in the form of a class discussion. As part of this discussion, inform learners that the hairdressers offer a heavy discount for the first three services a customer purchases, therefore in the context of the data being shown, a returning customer is a customer who has returned after they have received their first three products at a discounted rate.

10 minutes – 'A specialist consultant has been appointed by Curl Up Hairdressers to try and identify their key pain points and identify which part of the sales process they need to work on the most to attract more repeat customers'.

Ensure learners are clear: a specialist consultant is a person who provides professional advice based on their area of expertise. Inform learners that they are now going to work in teams and take on the role of a specialist consultant to help Curl Up Hairdressers improve their sales process.

- Team 1 – Customer service
- Team 2 – Product knowledge
- Team 3 – Customer engagement strategy
- Team 4 – Post-sales service

Assign learners to each of the teams listed above and ask them to look at the following graphs:

- Team 1 – Graphs 2 and 3
- Team 2 – Graphs 4 and 5
- Team 3 – Graphs 6 and 7
- Team 4 – Graphs 8 and 9

Learners are to analyse the graphs they have been given and try to ascertain what they show and what can be done to address an issue – if one is identified. Learners should record their thoughts on the worksheet in the applicable section for their team.

8 minutes – Each team is to present their findings back to the class. As each team provides their findings, learners should record on their worksheet each of the main points discussed for each part of the sales process. At the end of the presentation, learners are to review the information they have documented on their worksheet and decide which area of the sales process Curl Up Hairdressers needs to focus on the most. A class vote should then take place to conclude the session.

Ways to differentiate:
- When assigning learners to groups, the list of groups has been highlighted in terms of the level of challenge learners will face when analysing the given data.

- Whilst learners are discussing the data they have been given, regulate learning and provide groups with additional guidance / support where necessary.
- If learners complete the analysis of the graphs they have been given quickly, get them to look at the additional graphs their worksheet contains so they can ascertain whether the information in the other graphs is applicable to the area of the sales process they are focusing upon.

How to extend the session – if required:

- When introducing the observe, wonder and infer task, get learners to carry out the task independently, then in pairs and then compare answers as a class.
- Instead of getting learners to only use the graphs listed, get groups to analyse and identify which graphs from their worksheet are most applicable to their assigned area of the sales process.
- Following on from the presentations, ask learners to write a formalised written response for Curl Up Hairdressers, stating which area of the sales process they should focus on the most, and the strategies they should implement, and why.