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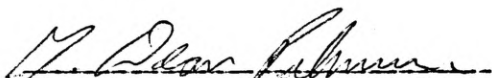
Signature Robert A. Boyer
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A STUDY ON INDIVIDUAL INSTRUCTION
FOR DISTRIBUTIVE EDUCATION
BY
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A paper submitted to the Graduate Faculty in partial
fulfillment of the requirements for the degree
of
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Approved:


Head, Major Department


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CHAPTER I
INTRODUCTION

A question that has been in the limelight during the past decade is how to meet the individual needs of students in a school system which is geared to masses of students. It is a question not fully answered. It seems to be that the solution will require a large and long-range research effort. (Blake 2:63)

An innovation is sweeping the country - an innovation involving education. It involves keying learning to individual students. (Lemaster 11:6) This conclusion is of importance to distributive education programs. The typical distributive education class at Dawson County High School has twenty students who have a variety of career goals, as well as differences in aptitude, cultural background, and distributive experience.

Individual instruction allows for individual differences, to the degree that if a student is strong in one area and weak in another, he can spend less time in the strong area and more on the weak area. This develops a better qualified worker in a greater variety of areas. (Krumrey 10:52) How can we decide what materials are appropriate for individual-progress instruction? The answer lies in analyzing course content and adopting material to fit the subject. (Lemaster 11:6) The solution to the problem of the use of individual instruction is simple to state, but difficult to carry out. It seems apparent that:

(1) current and prospective distributive education teacher-coordinators need to learn a great deal more about the individual instructional method, and (2) more units of individual instruction need to be written and experimented with in order for individual instruction to be generally available for use in distributive education programs. (Perkins 12:2)

Statement of the Problem

The purpose of this study was to develop units of individual instruction to be used in distributive education at the high school level. Associated with the units was the gathering of specific related reference and study materials, and testing the written units under classroom and business laboratory situations.

This task makes available to distributive education some units of individual instruction that have been developed and tested by this writer. The task makes reference to the procedures used in the preparation of the units and related conditions encountered. It was the purpose of this task to give others some point of reference in their use and construction in units of individual instruction.

Procedures

Essential elements. The structure of the Individual Instructional units (IIUs) have been built around the essential elements prescribed by Professor Harland E. Samson.

They are as follows:

1. Descriptive Title. The name given to the unit should provide some insight into what the unit is all about, and like an advertising headline, should tell a good story.

2. Objective or Purpose. Written in behavioral terms that communicate the intent of the unit to the student. Objectives such as "to know, to understand, to learn," are too vague and the outcome is difficult to identify and observe. What high school students need are clear objectives such as "to write, to identify, to list." Robert Mager, in his book "Preparing Instructional Objective," goes into this area quite thoroughly.
3. Nature and Scope. Every unit should have preliminary statement that "sets the stage" and explains the kind of activity involved and to the extent it will be covered.
4. Materials, Equipment, and Resources. This element should contain those rather special or unique items which may not be present or available for the student.
5. Pre-Project Preparation. A statement of what readings, facts, competencies, and supporting information the student should have before commencing the project.
6. Step-by-Step description. Directions to guide the student. Gives the sequence in which the work is to be done, and when to check progress with the teacher.
7. Evaluation. The units should contain a provision for an explanation of the process to be used in evaluation. The evaluation aspect is akin to the objectives.

Development of an Individual Instructional Unit. Strategies that guided the development of the IIUs were:

1. Short units of study
2. Realistic standards which measure progress
3. Frequent progress marks
4. Controlled vocabulary and reading level
5. Content meaningful to students
6. Opportunities to lead
7. Good simulation materials
8. Units which are flexible
9. Individual student-teacher conferences
10. Content in consumer skills, as well as vocational skills

The selection of topics to be developed were influenced by reference and study materials available to the writer, and the needs of the students.

After each topic was selected, it was broken into IIUs of learning activities. Detail example: "Product Knowledge" was divided into the following IIU groups: Why Study Merchandise
What Must the Salesman Know about His Product
Turning Product Facts Into Selling Points

Each IIU was developed using the essential elements listed by Sampson. After the IIUs were developed, they were tested by the writer. Appropriate revisions were made following the testing.

The IIUs were then presented to an advisory group of local businessmen for their recommendations. Revisions were again made based upon the recommendations of that group.

The IIUs were then completed by at least two students. Again, the IIUs were evaluated by the writer.

The IIUs were designed so that they could be used by a sizeable portion of the DE students at Dawson County High School. For reinforcement purposes, the subject or topic was pursued at various times during the school year. Also, revisions and evaluations were made as the IIUs were utilized.

Limitations. The following are the limiting factors used in this study:

1. Only senior distributive education students of Dawson County High School participated in testing the IIUs.
2. The IIU topics were selected on a limited and random basis.

3. The IIUs were tested in relation to their feasibility and students knowledge gained in the area of marketing competencies.
4. One-hundred percent individualized instruction was not sought, but a compromise was sought between large and small group instruction and individual instruction.
5. The IIU topics were limited to those which involved behavioral objectives as a part of the instructional process.

CHAPTER II

REVIEW OF LITERATURE

Organizing the curriculum to take care of the wide range in abilities of students has long been a problem. Individual instruction is an approach to the answer.

Individual instruction does not mean the student works alone at all times. It does not mean that the teacher relinquishes his responsibilities to a machine or to teaching materials. While the student works alone more than in traditional classrooms, the teacher has to diagnose his program frequently and offer him, as well as small groups or the entire class, supplemental instruction where there is a common need. (Blake 2:63-64)

Individual instruction is not the same as independent study. To be sure independent study is often a part of individualized instruction. (Esbensen (5:1)

Individual instruction is not tied to team teaching or flexible scheduling. Although new staffing patterns and ways of dividing the school day are frequently associated with the decision to individualize instruction. Individualized instruction does not depend for its success upon any given arrangement of persons, materials, or environmental conditions. The formal structure that proves to be most effective in one instance may turn out to be inadequate in another. Each situation is in some respects unique, and should be treated accordingly. (Esbensen 5:2)

Encouraging the student to accept a greater responsibility for learning is not a new idea. What is new are the methods and techniques which make it easier for the student to accept the responsibility for learning. (Finch 6:7)

The act of learning is a highly individualized matter. Since individuals have various styles by which they learn, it is virtually impossible to teach a collection of individuals in the same manner. It is most regrettable that the classroom is structured around a single approach for an entire group. This factor more than any other accounts for the numerous frustrations which confront both teachers and students. In the process of independent study, the teacher turns out to be a compatible partner in the learning process. (Brown 3:51)

The role of the instructor will continue to change as the new technology becomes a part of the learning process. In the past, the teachers have had to deal with his students either as a whole or as a fast group and a slow group. However, if resources can be made available, the teacher will be in a position to ascertain the need of each student. (Huffman 8:25)

Some teachers shrink from getting involved in such a variety of enterprises. They believe it would be difficult for a teacher to inform himself along several lines well enough to help pupils locate and interpret materials. They also fear that it may be difficult to maintain group unity if all are not pursuing one unit of work. They foresee the problem of maintaining communication between

small groups and large groups. With regard to these points, it may be said that it is no more difficult for a teacher to keep up with varied topics than to keep a minority of unwilling group members wholeheartedly pursuing a purpose settled on by a majority but not of interest to certain individuals. (Logan 10:11)

"If you can't reach them, you can't teach them," an expression which seems to be getting a good deal of educational use these days, is especially significant for distributive education teachers whose job it is to make students job-ready. (Andrews 1:6)

Teachers must digress from the traditional course guides when necessary. A distributive education student wants a job. This means the student has a need and an interest in being made job-ready. The value of units of individualized instruction is that the learning experiences can be individualized according to occupational objectives and student differences.

At one time the teacher's responsibility was seen largely as transmitting information-teaching lessons and covering material. It was up to each pupil to learn the lessons and material. If a student didn't learn, it was because he was lazy, had poor work habits, just didn't care, or had various kinds of problems stemming from home. This concept has given way to the idea that the teacher's responsibility doesn't end until the student has learned. (Stahl 14:20)

After all, learning is an individual process. Why shouldn't a student have the opportunity to discover his own errors, to learn for himself that he did wrong, and to correct his mistakes and retest himself before his accomplishment is tested by the teacher? (Finch 6:7)

Individualized instruction is a direct move toward this goal. Students learn at different rates. No one can learn for them - not the other students and least of all the teacher. (Finch 6:8)

Cooperative experiences do not permit students sufficient opportunities to investigate and solve all the problems necessary to obtain a comprehensive education in distribution. The project method can supplement other learning methods in providing the required comprehensive education. (Chancey 4:101)

The basic difference between the distributive education project plan and the usual class instruction, of course, results in variations in classroom organization, teaching techniques, instructional materials to be used and ways of using them, facilities needed, learning experiences for the students, utilization of the instructor's time, relationships between the instructor and the learners, relationship among the learners, and evaluation procedures. (Jones 9:54)

Professor Samson recommends that future workshops are needed so educators can gain an appreciation of project purposes in terms of their application to realistic employment situations and to identify resources available and their contributions to effective project training. (Samson 13:52)

Professor Haines recommended some major competencies which are needed by successful project training teachers. (Haines 7: 34)

1. Ability to design and produce effective curricula for project training programs.
2. Skill in using methods and techniques of instruction particularly applicable in project training situations.
3. Broader and deeper occupational understandings and experiences.
4. An understanding of the philosophical foundation underlying the project plan.

Many leading educators believe that individualized instruction will be fully accepted within the next few years. Individualized instruction does place more importance upon the role of the teacher. The role of the teacher becomes an analyzer of each student's learning process. (Finch 6:8)

Individual instruction is not the panacea for all problems inherent in the process of educating our student. But used as one major teaching aid, or tool, it will enhance for the teacher and student the ability to reach their established goals. (Huffman 8:25)

CHAPTER III

REPORTING

The purpose of this study was to develop some units of individual instruction that would enable a teacher-coordinator to give his student a better understanding for working in marketing and distribution. Included in the study is the procedures that a teacher-coordinator may find useful in developing his own units of instruction.

One unit developed by this writer is entitled "Product Knowledge." It was developed with the thought it could be used by the majority of DE students. Also the topic relates to many areas of the "marketing mix," especially Salesmanship.

The unit "Product Knowledge" was broken down into three projects: (1) Why Study Merchandise, (2) What Must the Salesman Know About His Product, (3) Turning Product Facts Into Selling Points. The conclusion of the projects is not terminal in nature. As noted before, this topic is ideally presented before or included with Salesmanship, but also is conducive toward Display, Advertising or the introduction of a Merchandise Manual.

The projects have the objectives stated in behavioral terms. This, in the writer's opinion, is the key to the projects for it states the intent of the units to the student in definite terms. The objectives were the most difficult part in the development of the projects. It takes practice and constant re-evaluation to write objectives that will convey to the student the intent you wished to convey.

The next part of the project, Nature and Scope, set the stage for the project. They may represent the purpose of the project in non-behavioral terms.

The Step by Step element of the project is best developed, by the writer to assume the role of the student and to actually go through the steps, noting what will be required by the student to successfully complete the project.

The last element, Evaluation, is based upon the stated objectives of the project. In fact it is almost identical to the objectives, for if parts of the objectives are not included in the evaluation, it may be impossible to measure the success or failure of the objectives. Also included in the evaluation is the minimum acceptable performance that the student must achieve to successfully complete the project.

On the following page is a copy of project I, Why Study Merchandise. This may be useful for reference as the writer proceeds through the procedures used to develop this project.

The unit on Product Knowledge was broken down into several projects, rather than one long project. The thought being that short projects are more conducive to learning and give a sense of achievement.

First, the title of project I was identified as "Why Study Merchandise" this sets the overall reason for the unit.

Then the objectives were by-passed for the time being, and Nature and Scope of the project was identified in writing. This section relates

Project I WHY STUDY MERCHANDISE

Objectives:

To be able to write the five ways product knowledge helps the salesman.

Given a list of twenty statements, indicate if they are TRUE or FALSE.

Nature and Scope:

The project will provide the student with the purpose and importance of product knowledge.

Materials, Equipment, and Resources:

1. text - reference book #15, pages 144 - 146
2. text - reference book #13, pages 39 - 52
3. file #120 - self testing covering material in reference book #13

Pre Project Preparation:

Student will have successfully completed material in the area of buying motives.

Step by Step:

1. Read reference book #15 - five ways product knowledge helps the salesman, pages 144 - 146.
2. Read reference book #13 - true and false statements taken from pages 39 - 52.
3. From file #120 take the self test, instruction included in the file.
4. Contact your DE teacher for evaluation on this project.

Evaluation:

Written test based upon the objectives of the project. It will consist of twenty (20) TRUE and FALSE questions, and five (5) short essay type questions. 75% is the minimum acceptable performance.

directly to the title of the project. The reason for putting it in writing at this point, it forces the writer to commit himself and serves as a foundation for the rest of the project development.

Now that we have a sense of direction, the section on Materials, Equipment, and Resources was approached. What do we have to work with, is it sufficient, is it available to the students, these are questions that must be asked. Answers to the questions determined if the project would be developed. If an answer was negative, further work was done to develop the project or it was dropped until the negative answers could be changed. Positive answers indicated the continuance of the project development. Materials to be used were identified on the basis they would be most beneficial, and most certainly not repetitious in information and activities for the student. As noted in the project, two text books were selected and specific pages to be read by the student were identified. This writer strived for a minimum of reading on the part of the students. The books were identified in the projects by a number rather than the actual book title, as it enabled students to find the resources with greater ease.

The Pre Project Preparation element was determined before the writer actually develops a project, but it is at this point where a realistic judgment can be made, based upon the writers research and reviews of the previous portion of the project. The writer felt the student should have some background in the area of buying motives to serve as a foundation for the unit on Product Knowledge.

Now the writer put into behavioral terms the objectives desired by the student as a result of doing this project. The objectives informs the student he must write the five ways product knowledge helps the salesman. This type of objective is measurable, as it states that the student must write and the percent of accuracy that is required will be stated in the evaluation.

The Step by Step section is in detail, as not to let students assume too much. This section gives the student guidance and confidence. Its purpose is to lead the student through the procedures in a systematic and logical order, so that the purpose of the project may have a successful conclusion. The amount of information the writer gave, such as the fact, true and false statements are taken from a particular book, may be debateable as to making the project too easy thereby not challenging the student's ability. But as this was a new type of learning experience for the student, the over abundance of information was felt permissible. Also it was this section where the writer received most of the feedback from students to the construction of the projects.

Step 3, referring to file #120, is a folder kept in the classroom filing cabinet, which was available to the student during school hours. The file contained a pre-test based upon the material presented in reference book #13 and direction how to use the pre-test. The purpose of the pre-test was to enable the student to conduct a self evaluation.

The test was a true and false test the student took on his own and then corrected himself, as the answers to the test were included in the file. A copy of file #120 is included in the Appendix.

The Evaluation section gives the student the basis on which he will be evaluated, the types of tests involved and the minimum acceptable performance. The evaluation is based upon the objectives of the project. The part on minimum acceptable performance may be stated in the objectives section, which some writers prefer. The criteria to establish a minimum acceptable performance is a question each teacher must establish for himself. After the student took the evaluation and his score was 75 percent or better he was allowed to proceed to project II, What Must the Salesman Know About His Product, but if the student's score was less than 75 percent he had to repeat the project.

After the three projects that composed the unit on Product Knowledge were written it was tested by the writer. The writer assumed the role of a student and actually completed the three projects. Adjustments were made and then it was reviewed by two local salesmen for their evaluation. If revisions were necessary they were made, then it was introduced to two students individually. One reason for only two students was the writer's resources and materials were limited and he determined the student's rate of progress should not be limited by this fact. A total of ten students completed the unit on Product Knowledge, and not more than two students were involved at the same time.

The students involved in the projects have had no prior experience with behavioral objectives and individual instruction similar to that designed by the writer. The projects were completed by students during different times of the school year, so their background was not identical as it relates to classroom instruction. No comparison was attempted with students who had or had not participated in the units of individual instruction.

When the unit, "Product Knowledge," was presented to a student, a conference was held and the unit was explained in detail, primarily to encourage a positive response to the unit, such as the benefits of it to the student and its relationship to the student's career objective.

One question that most students presented was "How much time am I allowed to complete the unit?" This time factor was also a question the writer of the projects asked himself. Should a time limit be written into the units of individual instruction. Going on the assumption each student is an individual, and part of the purpose of individual instruction is to allow students to progress at their own rate, the time factor was not written into the units.

The time allowed was worked out with each student individually, and a tentative completion date was established with most students, taking into account their work schedule and the work load of their other classes. In a few cases the time element was left open and it did not work out satisfactorily for some students, as something always demanded priority

of their time. Many students have not mastered responsibility for their time when given the freedom to use their time. Most of the students involved in the individual instruction units were released from the classroom and activities that were related to DE. The purpose was to develop responsibility along with the objectives stated in the units of individual instruction.

By developing and using units of individual instruction the writer of this study observed several results.

Objectives that are described in behavioral terms can be associated with a realistic evaluation procedure. Also students respond favorably when they can understand the objectives for learning.

Several students became aware of what responsibility really is, in relation to the use of their time and sharing the responsibility for learning.

More of the instructor's time was on a one to one basis with the student, which enabled the wants and needs of the individual to be developed. This established a good relationship between the instructor and the learner.

Students were allowed to progress at their own rate, this changed the content of school for some as they no longer were compared to others or had to compete for grades.

The change in the type of instruction seemed to be refreshing for students and it may have enhanced the regular classroom instruction.

The real benefit to the writer in developing and using individual instruction is the gaining of knowledge through research and development of the materials used.

CHAPTER IV

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary. The basic purpose of this study was to construct some units of individual study and test them in a classroom, and to report some of the procedures used in developing the units. The units developed were selected at random and availability of resources.

Conclusion. According to the students who participated in the units of individual instruction, the units gave them a better understanding for working in marketing and distribution.

Student's response to this type of instruction, for the most part, was enthusiastic and refreshing from the traditional methods of instruction.

It takes planning and work to gain an insight into the specific needs of each student and to set up units of individual instruction to fit the need of an individual. But, it is very rewarding to see the students work toward goals they realize will benefit them in their stated preference of vocation.

In addition to having opportunities to create new learning experiences, the teacher has more time to work with the individual student.

The use of individual instruction can strengthen the development of responsibility within the student.

The use of individual instruction enables the student to spend more time in areas of learning that will be of the greatest benefit to him.

Recommendations.

1. more units of individual instruction that pertain to distributive education be written
2. projects that have been written should be made available to teacher-coordinators
3. more research on the effectiveness of individual instruction for distributive education
4. availability of information on the development of individual projects be improved
5. objectives sought in distributive education be in behavioral terms

APPENDIXES

PRODUCT KNOWLEDGE

The projects in this unit should follow a unit of instruction that pertains to the area of buying motives. This unit of projects would be part of an overall group that relates to Salesmanship.

OUTLINE:

- I -- Why Study Merchandise
- II -- What Must The Salesman Know About His Product
- III -- Turning Product Facts Into Selling Points

Project I - WHY STUDY MERCHANDISE

Objectives:

To be able to write the five ways product knowledge helps the salesman.

Given a list of twenty statements, indicate if they are TRUE or FALSE.

Nature and Scope:

The project will provide the student with the purpose and importance of product knowledge.

Materials, Equipment, and Resources:

1. text - reference book #15, pages 144 - 146
2. text - reference book #13, pages 39 - 52
3. file #120 - self test covering material in reference book #13

Pre Project Preparation:

Student will have successfully completed material in the area of buying motives.

Step by Step:

1. Read reference book #15 - five ways product knowledge helps the salesman.
2. Read reference book #13 - true and false statements taken from pages 39 - 52.
3. From file #120 take the self test, instructions included in the file.
4. Contact your DE teacher for evaluation on this project.

Evaluation:

Written test based upon the objectives of the project. It will consist of twenty (20) TRUE and FALSE and five (5) short essay type questions. 75% is the minimum acceptable performance.

Project II - WHAT MUST THE SALESMAN KNOW ABOUT HIS PRODUCT

Objectives:

List in writing the nine things a salesman should know about a product.

Given a product obtain sales or product features that relate to the product.

Nature and Scope:

The project will provide the student with the type of information about a product a salesperson must know to answer customer questions. To gain experience in acquiring information that pertains to a products features.

Materials, Equipment, and Resources:

1. Reference #5, pages 40 - 46
2. Reference #16, pages 89 - 100
3. File #120 - "Merchandise" selection paper

Pre Project Preparation:

Student will have successfully completed Project I, Why Study Merchandise.

Step by Step:

1. Read reference book #5, pages 40 - 46, nine things a salesman should know about his product.
2. Read reference book #16, pages 89 -100, sources of product knowledge.
3. From file #120, select an item on the paper marked MERCHANDISE and prepare a written list of its selling or product features. The list is to be give to your DE teacher for evaluation.

Evaluation:

Written test listing the nine things a salesman must know about a product. 95% is the minimum acceptable performance.

Project III - TURNING PRODUCT FACTS INTO SELLING POINTS

Objectives:

To be able to interpret merchandise features in terms of customer benefits.

Given a product prepare a PRODUCT ANALYSIS which states product features and product benefits.

Nature and Scope:

The student will examine in depth a product's features and translate them into customer benefits using a product analysis sheet.

Materials, Equipment, and Resources:

1. Reference #15, pages 155 - 162
2. Reference #13, pages 46 - 51
3. List of product features used in project II

Pre Project Preparation:

Student will have successfully completed Project II, What Must The Salesman Know About His Product.

Step by Step:

1. Read reference #15, pages 155 - 162, product analysis.
2. Read reference #13, pages 46 -51, product analysis.
3. Using the list of product features developed in Project II, prepare a product analysis sheet. Upon completion of the analysis sheet give it to your DE teacher.

Evaluation:

A conference between the student and the DE teacher to evaluate the product analysis sheet completed in Step 3. Mutual decision will determine the minimum acceptable performance.

The following pages contain examples of materials contained in File #120 that was used in Projects I and II on the unit Product Knowledge.

INSTRUCTION FOR PROJECT - I - WHY STUDY MERCHANDISE

1. Do not write on the test copy.
2. After you have taken the test open the stapled answer sheet to correct your test.
3. The results of this test is for your benefit only. If you have more than four (4) answers wrong, it is recommended you read pages 39 - 52 in reference #13 again.
4. Are you ready for the evaluation listed in project I? If your answer is YES, contact your DE teacher to make arrangements for the evaluation.

USING FACTS TO MAKE SALES

Directions. Indicate your answer to each of the following questions on a separate sheet of paper with either a YES or NO.

1. Does knowing product facts help the salesman to enjoy his work?
2. Does knowing product facts insure an effective sales presentation for the salesman?
3. Is a sale largely based on self-confidence?
4. Is the customer more interested in his interests and desires than in the facts and features the salesman is bringing out about the product?
5. Is a benefits analysis a device used by prospects to buy more intelligently?
6. Can exclusive benefits also be hidden benefits?
7. Can the customer easily see apparent benefits in a product?
8. Do customers buy shoes instead of foot comfort?
9. Do customers buy personal appearance rather than dresses and suits?
10. Is it wrong to sell only features?
11. Do benefits speak for themselves?
12. Are the benefits involved in selling to dealers likely to be different from the benefits desired by personal consumers?
13. Should a salesman attempt to balance his product's features against those of his competitors?
14. Do successful, professional salesmen try to boost their sales volume by concentrating their effort on the easy-selling items in their line?
15. Should using cards and notes to develop a sales presentation be avoided?
16. Do many business firms encourage their salesmen to use standardized sales talks as printed in the firm's sales manual?

17. When the salesman has exceptional ability to organize himself, should he be given complete sales information by the company and allowed to develop his own sales presentation?
18. Is the chief criticism of the memorized sales presentation that it provides a "parrot-like" or mechanical presentation?
19. Does selling before buying committees require more preparation than selling to an individual?
20. Has the growth of large business units and the decline of small business units caused greater emphasis on the traditional person-to-person selling by salesmen who sell to big accounts?

ANSWERS TO THE SELF TEST - FILE #120

- | | |
|---------|---------|
| 1. yes | 11. no |
| 2. no | 12. yes |
| 3. yes | 13. yes |
| 4. yes | 14. no |
| 5. no | 15. no |
| 6. yes | 16. yes |
| 7. yes | 17. yes |
| 8. no | 18. yes |
| 9. yes | 19. yes |
| 10. yes | 20. no |

MERCHANDISE

ladies shoes	hairdryers
mens shoes	toasters'
rifles	shavers
fishing equipment	handbags.
alarm clocks	ladies gloves
blankets	ladies scarfs
blenders	ladies hosiery
coffee makers	ladies belts
electric irons	mens gloves
electric mixers	toys
fans	cameras

The following page is a copy of the evaluation used in Project I
WHY STUDY MERCHANDISE.

Directions. Indicate whether each of the following statements is "true" or "false." Please use a separate sheet of paper to indicate your answers.

1. The salesperson who knows his product from A to Z is more likely to develop confidence.
2. Self-confidence is a quality that one can acquire by study and training.
3. In general, products have three kinds of benefits attached to them.
4. Is the apparent benefits that add strength, character and glamour to a sales talk.
5. Facts about products are what appeal to customers.
6. Professional salespeople sell features, average salespeople concentrate on benefits.
7. A feature explains the advantages that the prospect will derive from owning the product.
8. When the salesman tells the prospect that this product has a "tart taste," he is describing a feature.
9. Benefits are more personal than features.
10. Benefits speak for themselves.
11. Benefits make for a more interesting and natural sales presentation.
12. A motivation-analysis form is synonymous with a benefits analysis form.
13. The most obvious source of facts about the product is the product itself.
14. The hammer story brings out the importance of using generalities in selling.
15. Buyers prefer to deal with salesmen who have a planned sales presentation over those who just drop in.

16. The best trial lawyers are salesmen who carefully prepare their presentations.
 17. Off-the-cuff sales talks are more effective than planned sales presentations since they sound more natural.
 18. Planned sales presentations should be written by sales managers rather than by the salesman himself.
 19. The best type of planned sales presentation is a memorized presentation.
 20. The outline presentation forces the salesman to organize and clarify his ideas.
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To do an effective job of selling, you must know the essential facts about the product. The essential facts are those that answer the questions that customers commonly ask about merchandise. In essay form, write the five ways product knowledge is important to the salesman.

PRICING ON THE RETAIL BASIS

The projects in this unit pertain to the factors that determine the retail price of an item and the terminology associated with pricing. Then the student learns how to compute the various elements that pertain to the retail basis of pricing merchandise.

OUTLINE:

- I - - Factors in Determining Retail Price
- II - - Pricing Terminology
- III - - Pricing Merchandise Retail Basis

Project I - FACTORS IN DETERMINING RETAIL PRICE

Objectives;

To identify and discuss in writing the factors, techniques, and policies that contribute in the determining of retail prices.

Nature and Scope:

The project will provide the student with concepts that must be considered in establishing of a retail price.

Materials, Equipment, and Resources:

1. text - reference #17, pages 523 - 534
2. text - reference #18, pages 305 - 318
3. file #130 - pamphlet "Why Prices?"

Pre Project Preparation:

The student does not have to have a particular background in any area, but it is recommended that this project be in the latter part of the school year.

Step by Step:

1. Read reference #17 - factors and techniques in pricing.
2. Read reference #18 - pricing policies and organizing the pricing functions. True and False statements taken from #18.
3. From File #130 read the pamphlet "Why Prices?"

Evaluation:

Written test based upon the objectives of the project. It will consist of twenty (20) true and false questions, four (4) short essay type-problem questions, and two (2) case problems to be answered in short essay form. 75% is the minimum acceptable performance.

Project II - PRICING TERMINOLOGY

Objectives:

Given a list of terms related to pricing, define or identify the terms with 90% accuracy.

Nature and Scope:

The project will provide the student with a vocabulary necessary to communicate in relation to pricing merchandise.

Materials, Equipment, and Resources:

1. reference #17, pages 523 - 541 (trade talk terms)
2. reference #18, pages 296 - 318 (vocabulary terms)
3. reference #21, pages 51 - 64 (underlined words)
4. reference #22, pages 125 - 140 (examples of defined terms)

Pre Project Preparation:

Student will have successfully completed Project I, Factors In Determining Retail Prices.

Step by Step:

1. Learn the terms identified as trade terms: e.g. page 530, reference #17, pages 296 - 541. Note these pages were covered in Project I.
2. Learn the terms identified as vocabulary terms: e.g. page 299, reference #18, pages 296 - 318. Note these pages were covered in Project I.
3. Learn the terms underlined : e.g. page 51, reference #21, pages 51 - 64.
4. Reference #22, pages 112 - 140, gives good examples in the explanation of many terms used in pricing.
5. Contact your DE teacher for the evaluation on this project.

Evaluation:

Written test based upon the objectives of the project. It will consist of matching terms with statements, and defining of terms. 90% is the minimum acceptable performance.

Project III - PRICING MERCHANDISE RETAIL BASIS

Objectives:

Given certain facts to be able to determine the retail price, cost price, margin, cost percent, and margin percent.

Nature and Scope:

The project will provide the student with the mathematics necessary to price merchandise on the retail basis.

Materials, Equipment, and Resources:

1. reference #17, pages 534 - 537
2. reference #18, pages 296 - 299, and 303
3. reference #21, pages 53 - 56
4. reference #22, pages 130 - 134
5. file #121 - six (6) self tests.

Pre Project Preparation:

Student will have successfully completed Project II, Pricing Terminology.

Step by Step:

1. Reference #17, pages 534 - 537 gives examples and formulas used in the pricing of merchandise. Know these formulas so that you may determine the various elements associated with pricing.
2. Reference #18, pages 296 - 299, same instructions as step 1.
3. Reference #21, pages 53 - 56, same instructions as step 1.
4. Reference #22, pages 130 - 134, same instructions as step 1.
5. Reference #18, page 303 is an excellent chart that lists the formulas used in the pricing of merchandise. If you think it is necessary, memorize these formulas.
6. File #121 includes six (6) self tests for your use to review the formulas covered in the above steps. The number of tests you take depends upon how much practice you need in working with the formulas and problems that deal with pricing. With each self test is an answer sheet, complete with detail solutions to the problems.

Evaluation:

Written test based on objectives of the project. Test will consist of twenty (20) problems. You will be given certain facts and you must determine the retail price, cost price, margin, cost percent, or margin percent.

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