



11^{ES} OLYMPIADES QUÉBÉCOISES
DE LA FORMATION PROFESSIONNELLE ET TECHNIQUE
AU CENTRE DE FOIRES DE QUÉBEC ★ DU 5 AU 8 MAI 2010

OCCUPATION NO. S-55
PROFESSIONAL SALES

DESCRIPTION OF THE EXAMINATION

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INTRODUCTION

The Compétences Québec team is proud to present this booklet describing the final provincial 2010 examinations for Professional Sales (S55).

For the third time in Québec, a province-wide competition has been organized to recognize the qualities of future sales professionals who have graduated from vocational training programs.

This booklet contains a complete description of the examinations. We have made every effort to be thorough, but if you still have questions after reading the booklet, please do not hesitate to contact us.

We hope everything is to your satisfaction, and we look forward to meeting you at the upcoming 11th Québec Skills Competition at the Québec City Exhibition Centre.

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Please note that the products for Day 1 and Day 2 will be different.

Phase 1 – Designing a promotional poster (150 points)

This phase will take place in the morning of Day 1

This phase is based on the following competencies:

- 948512 – Laws and Regulations
- 948443 – Consumer Behaviour
- 948481 – Time Management
- 948573 – Marketing and Sales

The candidate must design a colour promotional poster (11 X 17 inches) on a product featured in the Sales Skills Competition (determined by a random drawing on the morning of the examination), using the Microsoft Office PowerPoint® program, version 2003.

The candidate will have access to a computer equipped with the Microsoft Office PowerPoint® program (version 2003) and must use the image bank provided.

Candidates will have two and a half hours (2 hours 30 minutes) to complete this first phase.

The evaluation will be based on the following criteria:

EVALUATION CRITERIA	POINTS ASSIGNED
Originality of the promotional concept	50
Use of the suggested image bank	25
Observance of the characteristics of the chosen product	25
Quality of written English	15
Observance of the theme	15
Precision and presentation of the document submitted	20

Phase 2 – Preparation of a booth (display) (250 points)

This phase will take place in the afternoon of Day 1.

Each candidate will use the same product as for the morning examination.

Candidates will have two and a half hours (2 hours 30 minutes) to complete this second phase.

This phase is based on the following competencies:

- 948481 – Time Management
- 948512 – Laws and Regulations
- 948554 – Stock Management
- 948573 – Marketing and Sales
- 948563 – Visual Merchandising

a) **Part 1: Reception of merchandise (35 points)**

Candidates will receive the products and accessories required to set up the booth. They must check the items received against the reception slip (see Appendix 2 for an example) and give back the slip, duly completed, to the designated stock room clerk on the competition site.

To obtain the total number of points, candidates must perform all the required operations correctly.

b) **Part 2: Product labelling (40 points)**

Candidates must label the products to be sold, making sure that the following information is included on the label:

- product number
- brief product description
- retail price
- secret code
- size and colour (depending on the product)
- dimensions (depending on the product)

To obtain the total number of points, candidates must perform all the required operations correctly.

c) **Part 3: Product display (175 points)**

Candidates must display the products, posters and accessories provided so as to form a sales booth that:

- is visually appealing
- is sufficiently functional
- is safe
- enhances the products to be sold

The evaluation will be based on the following criteria:

EVALUATION CRITERIA	POINTS ASSIGNED
Originality of the booth design	50
Effective use of the available space	25
Observance of the theme	25
Effective display of the available products	25
Concern for visitors' safety	25
Cleanliness of the booth	25

N.B. Candidates may obtain additional display materials (from the list of materials in stock) by presenting the requisition slip to the designated stock room clerk on the competition site.

Phase 3 – Oral presentation (200 points)

This phase will take place in the morning of Day 2.

This phase is based on the following competencies:

- 948436 – Professional Relationships
- 948443 – Consumer Behaviour
- 948468 – Sales
- 948543 – Products and Services

Candidates will have fifteen (15) minutes to give an oral presentation on the product file, which they have previously submitted (*two weeks before the competition*). It must be in the form of a presentation to colleagues from the sales team at the company for which they work.

Candidates will be equipped with:

- a slide projector
- a presentation mouse
- a screen
- a portable computer

Candidates may have the featured product at hand to facilitate the demonstration. They may also hand out a corporate folder to the jury members (five (5) copies required) outlining the presentation as a whole (optional).

No other accessories are permitted, unless previously authorized in response to a special request submitted to the competition expert. Should this be the case, the other candidates will have been notified and given an opportunity to make the same request themselves.

The evaluation will be based on the following criteria:

EVALUATION CRITERIA	POINTS ASSIGNED
Interaction with fellow salespeople (encouragement of audience participation) (the jury)	50
Observance of protocol (introduction, greetings, openness to questions, etc.)	25
Inclusion of three (3) phases of the presentation (introduction, development, conclusion)	25
Display of dynamism and enthusiasm	25
Variety in tone and pace of vocal delivery	25
Fluidity of ideas in presentation speech	25
Quality of spoken English (technical vocabulary, articulate expression, etc.)	25

Phase 4 – Sales simulation (400 points)

This phase is based on the following competencies:

- 948436 – Professional Relationships
- 948443 – Consumer Behaviour
- 948452– Customer Service
- 948468 – Sales
- 948473 – Sales-Related Transactions

a) Part 1: Simulated sale to a customer (100 points)

Part 1 will take place at the end of the afternoon on Day 1

Each candidate remains at his or her booth while some twelve (12) customers roam through the six (6) booths that have been set up. Only six (6) of the twelve (12) customers will have a clear mandate to make a simulated purchase (hence one customer for each booth). Candidates greet customers as they stop by and try to determine which of them is actually the one who will be making a “purchase” at their booth. Candidates must also close the sale by filling out the sales invoice (see **Appendix 3**) correctly and receiving the customer’s payment by cheque. The customers use the *Customer’s Evaluation Sheet* (see **Appendix 4**) to assess the performance of each finalist.

b) Part 2: Simulated sale before the jury (300 points)

Part 2 will take place in the afternoon of Day 2

The order in which candidates go before the jury will be determined by a draw. The members of the jury will organize a second, earlier draw to select the **product** (from the Day 2 featured products) that all candidates will be required to sell. Each candidate will be informed of the product he or she will be selling fifteen (15) minutes before going before the customer and jury. The simulation will feature the same fictional customer for all candidates. Candidates not involved in a sales simulation will be isolated and unable to watch the others’ performance.

Candidates go before the jury to sell a product to a customer who has been assigned the role of buyer. Candidates will have the actual products on hand to facilitate their demonstration. A customer appears and the candidate begins the transaction by greeting him or her. The candidate has twenty (20) minutes to go through the entire sales cycle, following the steps set out in the *Jury’s Evaluation Sheet* (see **Appendix 5**). Candidates do not have to prepare a bill to close the transaction (the simulation provides for assigning cashiers to do the billing and for receiving payment for merchandise). The jury evaluates the candidate’s performance.

Appendix 1

CONGRATULATIONS!

By agreeing to take part in the *Québec Skills Competition in Vocational and Technical Training*, you have also agreed to challenge your mastery of sales techniques and tools. Below is a description of each point on the Evaluation Sheet.

WELCOME/OPENING

For this first phase of the sale cycle, our goal is to judge the salesperson's presentation when welcoming the customer. We will look at how the salesperson goes about creating a climate of trust. There are many ways of establishing contact with a customer, and the salesperson should use an opening that does not give the customer an opportunity to say, "No, I'm just looking". Openings such as "May I help you?" should not be used, nor should any phrase to which the customer could answer "No". Lastly, the salesperson's expression should be open and enthusiastic, demonstrating an interest in the customer.

CHARACTERISTICS

Identification of the customer's characteristics is an important aspect of the salesperson's decision to spend time with someone, or to move on to another customer (although still keeping an eye on the first customer). After determining the customer's characteristics, the salesperson will know whether he or she is likely to make an immediate purchase, and will be able to direct the sale by asking questions concerning the development of the decision to purchase.

To establish the *customer profile*, the salesperson must determine the customer's relationship to the product. Is the person a newcomer, or an established user? If the product is for another person, what is he or she like? Will the product be used by the customer for work, leisure or safety purposes? For how many hours per day will the customer be in contact with the product? Questions such as these will help the salesperson to discover the customer's intention when purchasing the product.

When questioning the customer about the *product sought*, the salesperson needs to know which product the customer is initially considering. The salesperson may be able to influence the client to consider another product (e.g. a more expensive or more sophisticated product), but it is important for the customer to say what he or she wants first.

Many salespeople are afraid that customers will be put off by questions concerning the *budget* available for the product. However, it is important, at this point, for the salesperson to check the customer's purchasing potential. If the customer is financially unable to buy the product that the salesperson can offer from the range available in the store, there is no point pursuing the sale. On the other hand, it may be that a layaway, financing plan or other measure would allow the sale to be concluded successfully. The question of budget must therefore be addressed. In addition, the salesperson may be able to redirect the customer towards a product that falls within his or her budget, thereby avoiding unfortunate objections such as: "It's too expensive." If the product falls close to the budgeted amount, the customer will be able to criticize the quality/price ratio, but not the cost itself.

The customer therefore has a profile, a product sought and a budget. However, he or she may still not be an ideal customer, because the *timing* may not be right. Some customers shop months in advance. A salesperson who knows approximately when the customer intends to make the purchase will be able to use

strategies to bring the date forward or schedule the steps leading up to the purchase, especially if the product is not immediately available, must be ordered in advance or needs to be installed.

The customer may wish to visit several stores, depending on how much research he or she is willing to do. The salesperson therefore needs to know how far the customer has progressed in his or her research; in other words, which *steps in the shopping process* have been completed? If the customer has decided only recently to purchase the product, the thinking process may not be complete. However, if the decision has been made for several weeks, it is probably firm and focused on specific products. The salesperson can help educate a customer who is at the beginning of the shopping process, especially if the product is complex or technical in nature, by providing more information. However, if the customer has already dealt with several salespeople, he or she will have a better command of the terminology and will be more able to appreciate the salesperson's remarks. The final question pertains to the stores already visited. Once the salesperson knows who the competition is, he or she can present the product's strengths from a standpoint that makes the competitors' products seem weaker. In addition, if the salesperson is able to identify the aspects of the competitors' products that the customer liked or disliked, it will be easier to begin planning a scenario for an articulate presentation.

The customer is subject to a number of *outside influences*, and the salesperson may either benefit from this, or realize that certain factors must be overcome before making a presentation. For example, a customer whose co-workers use brand X and are satisfied with it may not be interested if the salesperson presents brand Y instead. Similarly, a customer may be motivated to visit another store because of its advertising. A salesperson who is aware of what the customer may have heard from other people is better able to react to that customer's preconceived ideas and perceptions.

Even if the salesperson covers all these points, the customer may still not make the purchase because he or she does not have *purchasing authority*. The customer may be a commissioner seeking information on behalf of a purchasing committee. Once the salesperson is aware of this, he or she can prepare a sales strategy to obtain the customer's consent and draw up a contract that includes the condition to be met for the agreement to be valid. On the other hand, the customer may have full purchasing authority and the sale can be closed immediately.

The answers to these questions, whatever they may be, will help the salesperson to prepare the sales strategy. At the same time, they will help avoid many of the objections often made by customers.

NEEDS ANALYSIS

At this stage of the sale, the salesperson must discover the motivation behind the customer's purchase. What are the emotions underlying the customer's purchase, and what is the customer's perceived basis for the selection criteria? The salesperson can ask well-chosen, strategically-ordered questions to encourage the customer to identify selection criteria that are appropriate to the strengths of the product or service on offer.

The salesperson should use *open questions* to identify the aspects that need to be emphasized. These are questions that help the customer to develop his or her thoughts about the desired characteristics of the product sought. Questions that invite the customer to give a brief description of the product include: "Describe your ideal product" or "What would you consider to be the most important aspect of your purchase?"

The salesperson needs to clarify the customer's thoughts for each shopping avenue identified. A customer who wants a product that is "a nice colour" will not necessarily say what his or her favourite colour is. Similarly, a customer looking for "good quality sound" will not necessarily say whether this means richness of tone or output power. *Closed questions* aimed at clarifying the customer's ideas will help the salesperson to understand why the customer wants a particular product. Questions such as: "What colour would you prefer?" or "What would you consider to be good sound quality?" focus on specific points raised by the customer.

Once the customer's needs have been identified, the salesperson must direct him or her towards suitable products available in the store, beginning by presenting several choices and then guiding the customer towards a product that can be delivered quickly. *Closed multiple-choice questions* offer two or three options to the customer, who is then obliged to take up a position. These types of question are ideal for a customer who is undecided or unwilling to discuss the purchase, and allow the salesperson to direct the customer to a potential, immediately available solution. Questions such as: "Do you prefer the royal blue or the navy blue?" or "Do you want a 125-watt output or is 60 watts enough?" will enable the salesperson to present products that are likely to meet the customer's needs.

Lastly, the salesperson should check to make sure he or she has understood the customer's needs, using closed questions such as: "If I've understood you correctly, the navy blue would be a perfect match for your other accessories?" or "Am I right in thinking that you want an output of at least 125 watts?"

The salesperson can also use the *summary of points noted* during the needs analysis to transition to the demonstration, with statements such as: "If I can summarize what you've told me, you're interested in this product because of its colour (you like the navy blue), and the product must have at least 125 watts of power output."

DEMONSTRATION

It is at this stage that the salesperson puts his or her full strategy into action.

Has the salesperson used all the *points noted* correctly during the needs analysis? This involves not only covering the points expressed by the customer and identified during the needs analysis, but also presenting these points strategically, thereby triggering the customer's desire to purchase the product.

The customer must remember the information conveyed by the salesperson, and *stimulation of the senses* will greatly enhance his or her ability to do this. The more the customer's senses are involved, the more likely he or she is to remember the information.

Customer participation is one way for the salesperson to improve the customer's memory. How can the salesperson involve the customer in the demonstration process? Participation must be properly controlled, so that the customer's attention is not lost because of documents that are too difficult to decode or devices that are too complicated to activate if they are not properly explained.

Has the salesperson agreed with the customer on the most important points? Is he or she in a position to offer interesting options to the customer? By *summarizing* the points noted during the analysis and demonstration, the salesperson builds a bridge between the customer's needs and the products available in the store. This may even constitute a first attempt to close the sale, since the comparison between the needs expressed and the features of the product or service may trigger the customer's interest in one of the options presented.

OBJECTIONS

Although the customer's objections are addressed here, they may arise throughout the transaction. It is up to the salesperson to apply effective techniques when responding to the customer's objections, in order to minimize their impact on the customer's final decision.

Generally speaking, inexperienced salespeople tend to use a technique that focuses on the features of the product. *Highlighting the product's strong points* can be a double-edged sword, however, in that the salesperson puts undue pressure on himself or herself by adding features to overcome the customer's objection.

Instead of adding features, it is better to verify the basis of the customer's objection. *Probing the objection* involves asking why the customer thinks the feature as presented is not suitable. Examples include: "When you say the product is fragile, what makes you think it will break easily?" or "If you think the product is too expensive, perhaps you've seen it on sale for less somewhere else. Could you tell me where?"

Sometimes a customer will object simply to get rid of the salesperson or to avoid talking about the real problem. By *isolating the objection*, the salesperson can check to see if there is something else that bothers the customer. Possible questions include: "If we leave aside the question of fragility, would the product's other features suit you?" or "Other than the fact that you think the product is more expensive here, does it suit you, overall?"

It may be that the customer's objection is valid, in which case the salesperson must *suggest another product* better suited to the customer's needs. This could be done by means of questions such as: "Can I offer you another, more robust model?" or "Could I offer you a product with the same basic functions, which costs a bit less?"

A more experienced salesperson can *turn a product's perceived liability into an asset*. "I can guarantee that the product will last because its flexibility has been tested in a laboratory and it survived through several applications. You'd be buying the most versatile and most durable product in its category."

Sometimes the salesperson must resort to acting to encourage the customer to clarify the basis of his or her objection. This can be done by applying a predetermined scenario in which the salesperson appears to *understand the customer's objection*, but instead of proposing a solution, falls silent for a while, as though thinking about the situation. The customer, upon seeing that the salesperson is trying to devise a solution, then proposes his or her own solution to the problem. For example:

- Salesperson: "I understand that the price seems high to you . . ." (deliberate silence)
- Customer: "You know, perhaps buying on installment payments would make it easier for me to buy the product."

In some cases, it may be best to *leave the objection aside* so as not to aggravate the discussion. The product may well have the weakness perceived by the customer, but that weakness is easily overcome by the product's many benefits, which the customer is also able to appreciate.

CLOSING THE SALE

Eventually, it is time to close the sale. If the salesperson has done his or her job correctly in the preceding stages, the closing will be much easier, and may even come naturally. The salesperson must use the appropriate techniques to help the customer take this last step towards a positive decision in favour of the purchase.

One common technique is to use one of the strategies applied at the demonstration stage. A wise salesperson will present two choices, so that the customer is forced to select at least one. This use of an *alternative* is very easy to orchestrate in the sales cycle: "Do you prefer the royal blue matt finish or the navy blue metallic finish?"

The customer may want a *trial period*: "Sir, you have 15 days to try the product. If, during that period, you're not fully satisfied with the product, we'll reimburse you in full."

The salesperson may also offer a *promotion* to facilitate the sale: "Today, the headset is available half-price with the purchase of a cell phone."

Proof may also trigger the purchase: "If I could prove to you that the cell phone's range and signal strength aren't affected even in a concrete building, would you buy it?"

An *invitation* to proceed may also be an appropriate strategy in cases where installation is required: "If we can come to an agreement today, I can guarantee installation on the day of your choice."

There are many other techniques that can be used, but they all have the same goal, namely to try and close the sale. The term *try* is appropriate here; while the customer may have moved closer to a final decision, the question remains as to whether he or she is on the same wavelength as the salesperson. In trying to close the sale, the salesperson can check the progress made towards a successful conclusion. If the customer presents an objection, the salesperson can respond and then apply another closing technique. A good salesperson will have mastered several different closing techniques that suit his or her personality and are appropriate to both the context and the product.

Also, to boost the company's income (and the salesperson's commission), it may be helpful to offer complementary products with the main purchase, as an incentive to close the sale; this is known as the **partial acceptance** technique. For example: "Would you like a second ion-lithium battery for when you use the product over a long period?" The customer accepts the salesperson's offer, thereby agreeing implicitly to take the main product; after all, what would he or she do with a battery but no cell phone? The salesperson can also offer complementary products after the customer accepts the main product. Given that the customer has expressed confidence in the salesperson by buying the product, the salesperson may wish to offer additional products that will satisfy the customer's needs even further.

The stress caused by the customer's decision to buy should be countered by positive reinforcement of the choice. Here, the salesperson should be careful not to reiterate the product's features, saying something general such as: "You've made an excellent choice and I'm sure you'll be satisfied with your purchase!" or "Your co-workers are going to be really jealous when you go back to the office!"

GENERAL IMPRESSION

Overall, was the salesperson in control of the situation, or was the customer? Was the salesperson's vocabulary appropriate for the product? Was the salesperson dressed appropriately to reflect his or her professional status?

This is how each finalists' performance will be assessed by the jury.

GOOD LUCK IN THE COMPETITION!

Donald Alain
Competition Expert

APPENDIX 2

11^{es} OLYMPIADES QUÉBÉCOISES
DE LA FORMATION PROFESSIONNELLE
ET TECHNIQUE

11th QUÉBEC SKILLS COMPETITION In
VOCATIONAL AND TECHNICAL TRAINING

CANDIDAT = CANDIDATE

RÉGION = REGION

KIOSQUE = BOOTH

QTÉ DEMANDÉE = QTY REQUESTED

NUMÉRO DE PROUIT = PRODUCT NUMBER

DESCRIPTION = DESCRIPTION

QTÉ REÇUE = QTY RECEIVED

REMARQUES = COMMENTS

BON DE RÉCEPTION = RECEPTION SLIP

NO. = NO.

DATE = DATE

NO. RÉQUISTION = REQUISITION NO.

DEMANDÉ PAR = REQUESTED BY

HEURE DEMANDÉE = TIME OF REQUEST

HEURE REQUISE = TIME REQUIRED

REÇU PAR = RECEIVED BY

MARCHANDISE REÇUE PAR = MERCHANDISE RECEIVED BY

SIGNATURE AUTORISÉE = AUTHORIZED SIGNATURE

APPENDIX 3

client = Customer
no. de client = Customer no.
adresse = Address
ville (province) = City (province)
no. bureau = Office no.
code postal = Postal code
téléphone = Telephone
paiement = Payment
comptant = Cash
chèque = Cheque
interac = Interac
carte de crédit = Credit card
no. = No. [pas d'exposant sur le 0]
date d'expiration = Expiry date
no. de la facture = Invoice no.
facture = Invoice
date = Date
produit = Product no.
quantité = Quantity
description = Description
prix unitaire = Unit price
montant = Amount
sous-total = Subtotal
T.P.S. = G.S.T.
T.V.Q. = Q.S.T.
total = Total
candidat = Candidate

APPENDIX 4/5

BULLETIN D'ÉVALUATION DES CONSOMMATEURS = CUSTOMER'S EVALUATION SHEET

BULLETIN D'ÉVALUATION DU JURY = JURY'S EVALUATION SHEET

Nom du finaliste = Name of candidate

ACCUEIL/OUVERTURE = WELCOME/OPENING

Présentation (entrée en matière) = Introduction (preamble)

Enthousiasme et sourire = Enthusiasm and facial expression (smile, etc.)

QUALIFICATION = CHARACTERISTICS

Profil du client = Customer profile

Produit ou service désiré = Product or service sought

Budget prévu = Budget

Moment d'investir = Timing

Étapes de magasinage = Steps in the shopping process

Influences externes = Outside influences

Autorité d'achat = Purchasing authority

ANALYSE DES BESOINS = NEEDS ANALYSIS

Variété des questions posées = Variety of questions asked

Écoute active = Active listening

Émotions recueillies = Emotions observed

Résumé des points captés = Summary of points noted

DEMONSTRATION = DEMONSTRATION

Utilisation des points captés = Use of points noted

Activation des sens = Stimulation of the senses

Participation contrôlée du client = Controlled customer participation

Résumé des points positifs = Summary of positive points

RÉPONSE AUX OBJECTIONS = RESPONSE TO OBJECTIONS

Utilisation de techniques variées = Use of a variety of techniques

Creuser isoler et proposer = Probe, isolate the objection, make suggestions

Vanter les mérites du produit = Highlight the product's strong points

Comprendre = Understand

Laisser de côté = Disregard

CONCLUSION DE LA VENTE = CLOSING THE SALE

Utilisation de techniques variées = Use of a variety of techniques

Offre de produits complémentaires = Offer complementary products

Renforcement de la décision du client = Reinforce the customer's decision

IMPRESSION GÉNÉRALE = GENERAL IMPRESSION

Contrôle de la situation = Control over the situation

Vocabulaire adapté = Adapted vocabulary

Tenue appropriée = Appropriate dress

TOTAL DES POINTS = TOTAL NUMBER OF POINTS

PERSONALISATION = PERSONAL SERVICE

Kiosque # = Booth no. NON = NO

Observation = Observation OUI = YES

Appréciation personnelle = Personal assessment



Nom du finaliste: _____ Kiosque # : _____

ACCUEIL/OUVERTURE

Présentation (entrée en matière)
Enthousiasme et sourire /10

QUALIFICATION

Profil du client
Produit ou service désiré
Budget prévu
Moment d'investir
Étapes de magasinage
Influences externes
Autorité d'achat(qui décide) /15

ANALYSE DES BESOINS

Variété des questions posées
Écoute active
Émotions recueillies
Résumé des points captés /20

DÉMONSTRATION

Utilisation des points captés
Activation des sens
Participation contrôlée du client
Résumé des points positifs /20

RÉPONSES AUX OBJECTIONS

Utilisation de techniques variées
creuser, isoler et proposer
faiblesse en force
vanter les mérites du produit
comprendre
laisser de côté /10

CONCLUSION DE LA VENTE

Utilisation de techniques variées
Offre de produits complémentaires
Renforcement de la décision du client /15

IMPRESION GÉNÉRALE

Contrôle de la situation
Vocabulaire adapté
Tenue appropriée /10

TOTAL DES POINTS

/100

ANNEXE 5



11^{ES} OLYMPIADES QUÉBÉCOISES
DE LA FORMATION PROFESSIONNELLE ET TECHNIQUE

BULLETIN D'ÉVALUATION DU JURY

Nom du finaliste: _____

	OB SERVATION	APPRÉCIATION PER SONNELLE	
ACCUEIL/OUVERTURE			
Présentation (entrée en matière) Enthousiasme et sourire	NON 0/15 OUI 15/15	/15	
QUALIFICATION			
Profil du client Produit ou service désiré Budget prévu Moment d'investir Étapes de magasinage Influences externes Autorité d'achat (qui décide)	NON 0/20 OUI 20/20	/20	
ANALYSE DES BESOINS			
Variété des questions posées Écoute active Émotions recueillies Résumé des points captés	NON 0/30 OUI 30/30	/30	
DÉMONSTRATION			
Utilisation des points captés Activation des sens Participation contrôlée du client Résumé des points positifs	NON 0/30 OUI 30/30	/30	
RÉPONSES AUX OBJECTIONS			
Utilisation de techniques variées creuser, isoler et proposer faiblesse en force vanter les mérites du produit comprendre laisser de côté	NON 0/20 OUI 20/20	/20	
CONCLUSION DE LA VENTE			
Utilisation de techniques variées Offre de produits complémentaires Renforcement de la décision du client	NON 0/20 OUI 20/20	/20	
PERSONNALISATION			
Contrôle de la situation Vocabulaire adapté Tenue appropriée	NON 0/15 OUI 15/15	/15	
TOTAL DES POINTS	/150	/150	/300