

## DETAILED INSTRUCTIONAL PLAN

**Course name: Trailer Hitch Sales Training**

### Course Information

Performance Gap(s)		Business Goal(s)
<p><b>Desired Performance:</b> What we want the RVMart sales staff to do is close customer sales without seeking out guidance from Subject Matter Experts 80% of the time.</p> <p><b>Actual Performance:</b> What the RVMart sales staff is doing now is relying on Subject Matter Experts to close customer hitch sales 50% of the time.</p>		<ul style="list-style-type: none"> <li>To increase profitability through a reduction of lost sales and increased up-sells by providing customers with the “good, better, and best” hitch options that match their needs.</li> <li>Retain customers by providing a high level of customer service.</li> </ul>
Sources of the Gap	Evidence	Responsibility
Information	<ul style="list-style-type: none"> <li>Reps receive no guidance describing what constitutes exemplary, adequate, and unacceptable performance.</li> <li>There is extensive parts manual and Word documents for each manufacturer that the Parts Dept. stocks. These manuals are lengthy and difficult to decipher. They do not always provide the same information or support comparison shopping. Using these guides increases the time to sell hitch customers.</li> <li>Interview comment: “Time of Sale (hitch information sheets) sheets are hard to use and part #s don’t match what is in the application charts in the parts catalog.”</li> <li>Interview comment: “If you are using a parts catalog to try to find information for a customer, you may spend a lot of time finding information on one hitch, and then after you find that information the customer asks what you have in a different hitch manufacturer instead, and you have to start all over again. Current job aids do not provide comparison information.”</li> <li>Reps do not always trust or rely on current job aids to provide the knowledge/information necessary to close hitch sales.</li> <li>Management provides no feedback about hitch closing sales. Reps don’t know they are not performing to established standards for closing hitch sales.</li> </ul>	Team TAG – RVMart Management
Resources	<ul style="list-style-type: none"> <li>Reps have no materials or tools to help them close hitch sales.</li> <li>Only Assistant Manager Mike knows the process for matching hitches to the customers’ vehicles and RVs.</li> <li>The existing manuals are organized by topic, rather than the process for selecting hitches and upselling using good, better, best options.</li> </ul>	Team TAG
Incentives	<ul style="list-style-type: none"> <li>There is not currently a monetary incentive plan in place, but one is being developed for future implementation.</li> <li>Layoffs are an incentive for employees to work hard to protect their current job status, especially in the current down economy.</li> </ul>	RVMart Management

	<ul style="list-style-type: none"> <li>There are no consequences when reps sell the wrong hitch to the customer.</li> <li>There is not currently a non-monetary incentive plan in place, but one is being developed for future implementation.</li> <li>Morale is low due to a 2<sup>nd</sup> round of layoffs and cut-backs in recent weeks. This has contributed to a lack of career development opportunities.</li> </ul>	
Knowledge	<ul style="list-style-type: none"> <li>75% of those surveyed cited that they cannot independently complete a hitch sale without the assistance of a SME or other more knowledgeable staff members.</li> <li>75% of those surveyed also did not feel that they have received enough training to assist customers on their own.</li> <li>Interview comment: "Reps have never selected appropriate hitches or discussed good, better, best hitch options on their own."</li> <li>Interview comment: "Reps consistently fail to perform to standards."</li> </ul>	Team TAG

Mode of Delivery	Rationale
√ Instructor-led	The expected performance requires real-time communication and interaction. An instructor-led class is the best method to provide individual feedback and "hands-on" guidance for sales representatives. Self-paced instruction would not allow for "role play" or "hands-on" guidance from SMEs. Instructor-led instruction presents opportunities for SMEs to conduct live demonstrations and the autonomy to answer any questions from the learner <u>during</u> a sale. "Role play" activities that simulate actual on-the-job scenarios and situations will enhance learner ability and confidence to provide effective customer service on the job.

### Unit 1: Good, Better, and Best Hitches

Behavior	Conditions	Criteria
Explain each of the options/features of "Good, Better, & Best" hitches	<ul style="list-style-type: none"> <li>While with the customer at the FW hitch display</li> <li>Given a FW hitch match flow chart</li> <li>Given an options/features job aid</li> </ul>	Options & features based on the customer's hitch match(s) including: <ol style="list-style-type: none"> <li>Hitch weight rating</li> <li>Quality of hitch</li> <li>Hitch convenience &amp; benefits</li> </ol>
	<ul style="list-style-type: none"> <li>While with the customer at the TT hitch display</li> <li>Given a TT hitch match flow chart</li> <li>Given an options/features job aid</li> </ul>	Options & features based on the customer's hitch match(s) including: <ol style="list-style-type: none"> <li>Hitch weight rating</li> <li>Quality of hitch</li> <li>Hitch convenience &amp; benefits</li> </ol>

Course Element	Description / Explanation	Resources	Graphics	Estimated Time
Unit Objective(s)	See above			
Activation	<ul style="list-style-type: none"> <li>Explain the definition &amp; categories of "good", "better", and "best" hitches,</li> </ul>	Both travel		7 min

	<p>followed by providing example(s) to the class that explains the importance of providing a hitch sale customer with their “good, better, best” hitch options.</p> <ul style="list-style-type: none"> <li>• Ask the class to provide examples where explaining the “good, better, best” hitch options to their customer would have improved a past sale or their sale’s <b>outcome</b>.</li> <li>• Follow-up with a quick, “think-out-loud” recall activity by asking participants to answer questions regarding the TT &amp; FW hitch option/features of a few hitches the instructor calls out as a way to demonstrate the vast amount of hitch knowledge required to close a hitch sale. Briefly explain how the use of the job aids will reduce this need to memorize all hitch options/features.</li> <li>• Describe how their prior knowledge of hitch options &amp; features will make using new hitch features job aids easier by putting all relevant hitch features information in one place at each individual’s fingertips to help them close hitch sales on their <b>own</b>.</li> </ul>	trailer (TT) & fifth wheel (FW) hitch features booklets		
Demonstration	<ol style="list-style-type: none"> <li>1. Hand out the FW &amp; TT hitch match flowcharts and FW &amp; TT hitch features booklet job <b>aids</b>.</li> <li>2. Provide detailed instructions on how to use the two FW job aid. Explain how the TT job aids are comparable and are designed/utilized in the same way. <ol style="list-style-type: none"> <li>a. Show participants how to use the job aids to properly match a FW hitch to the customer’s needs, and a TT hitch to the customer’s needs. (Using two scripted examples)</li> <li>b. During the demonstrations, the instructor emphasizes key points, cautions, and best practices in using the job <b>aid</b>.</li> </ol> </li> <li>3. Show the FW &amp; TT “Hitch Sale Demo” video performed by SMEs. In the video, one SME acts as the sales representative who uses the job aids to properly explain the various hitch features to match the customer’s needs. (The customer is played by another SME.)</li> </ol>	FW & TT Hitch Match Flow Charts  FW & TT Hitch booklets TT & FW Hitch Sale Demo Video		
Application	<p>Number of practices: 2  Number of assessments: 1</p> <p>Practice 1 – The instructor will then hand out one practice “Good, better, best” hitch worksheet to each group member with one TT sale example and one FW sale example. Using both job aids, each participant will complete the worksheet listing the “good”, “better” and “best” hitch that fits the customer’s needs and briefly describe the hitch features of each to enable the participants to become familiar with using the job aids. During the activity, the instructor will walk around to the participants providing guidance, feedback and answering questions. After 10 minutes, the instructor will ask participants to share their answers and the instructor will provide feedback.</p>	Both travel trailer (TT) & fifth wheel (FW) hitch features booklets  FW & TT Hitch Match Flow Charts  Practice		20 min

**Comment [D1]:** The ID team incorporates the *previous experience corollary* by asking the participants to recall situations in which they might have done a better job.

**Comment [D2]:** The ID team incorporates the *new experience corollary* by explicitly describing the benefits of the new information.

**Comment [D3]:** These job aids appear to provide the *structure corollary*. Job aids can provide useful information. But they are sometimes more detailed than necessary to serve as a useful organizing structure. One way to provide a structure might be to present an abbreviated, high-level version of the job aids.

**Comment [D4]:** This is a general reference to the *learning guidance corollary*. To provide stronger guidance, the ID team could focus on the specific aspects of the sales process that are most likely to cause problems for new sales representatives.

	<p>Practice 2 – The instructor then divides everyone into partnerships and gives each group 4 scenario cards with varied RV &amp; customer information, 2 FW hitch sales and 2 TT hitch sales. Each person in the group will have 1 TT &amp; 1 FW scenario. Partners will practice role playing the scenarios by taking turns acting as the seller and the customer while using the job aids during each mock hitch sale. The instructor will observe the partnerships’ interactions and provide feedback during the role plays.</p> <p>Assessment – After the classroom examples, participants will be divided into groups of three to complete the assessments on their own at the hitch displays using their job aids. Each member will do a performance assessment for both a FW and TT hitch sale. Directions for the assessment are found in the participant and instructor’s guides.</p> <p><i>Practice Consistency: Corollary</i> Participants will be able to practice consistency by role playing different hitch sales and using the job aid to match potential customers with “good, better, best” hitch options.</p> <p><i>Diminishing Coaching</i> The initial demonstration and practice phases provide participants with consistent instructor feedback and guidance on how to use the job aids. As the training progresses from the practice to the assessment activities, the instructor begins limiting feedback and guidance. Finally, the assessment requires participants to function completely on their own without help from the instructor. The instructor will delay feedback after the assessment by providing participants with the evaluation results days following the final assessment.</p> <p><i>Varied Problems Corollary</i> Participants will be given the opportunity to practice fulfilling a variety of customer’s hitch needs using the job aids through worked examples, role plays, and the assessment. Each activity will present varied customer RV and tow vehicle information in order to simulate and include the diverse nature of hitch sales and customer needs.</p>	<p>worksheet</p> <p>Scenario cards</p>		<p>30 min</p> <p>50 min</p>
<p>Integration</p>	<p><i>Reflection corollary:</i> In a group setting the instructor will start a discussion on the benefits of using the job aids on the job and ask participants to reflect on how they will be applied in their work setting.</p> <p><i>Creation corollary:</i></p>			

**Comment [D5]:** To reduce the amount of coaching provided to the participants, the exercises progress from a whole-class exercise to a pairs role play exercise to an individual assessment.

**Comment [D6]:** A point to note here is that participants can be given opportunities to practice with varied situations even within a short training program.

	Instructor will explain how SME's will follow-up in the weeks following the training by observing participants during hitch sales. After observing the sale, the SME will discuss with them if/how using the new job aids are working for them.			
Estimated total time				

Course Element	Description / Explanation	Resources	Graphics	Estimated Time
Course summary	<p>The instructor shall conclude the training by initiating a reflective discussion on what was learned today:</p> <ul style="list-style-type: none"> <li>• Reflect on the importance for RVMart staff to understand the features of “good, better, and best” hitches and how specific hitches meet their customer’s individual needs.</li> </ul> <p>Conclude training by expressing gratitude for their hard work. Explain to participants that skills acquired in today’s training will:</p> <ul style="list-style-type: none"> <li>• Enhance their professionalism by improving their customer service skills</li> <li>• Improved customer service will ultimately lead to sustainable business for RVMart.</li> </ul>			

Total course estimated time = \_\_ minutes