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Using Adult Teaching/Learning Techniques to Improve the Sales of Convenient Stores (A Proposal)

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Abstract	Original Research Article

Suggestive selling also known as up selling or add on is a technique that can be used to increase sales in the retail hospitality industry as well as convenience stores. The use of suggestive selling should be taught. The suggestive selling can be employed as a good customer service technique once it is done in a pleasing manner to the customer and not in annoyance. If the customer is satisfied with the service that includes suggestive selling and purchases the suggested product then there is an increase in sales for the institution. This proposal was submitted to Nova Southeastern University for a research project. There is mention of the neighborhoods where the randomly selected (targeted) stores are located. The proposal is unique because at that time there was no literature to be found with the use of suggestive selling in convenience stores. This proposal examines the literature on suggestive selling as it relates to the retail sector, the issues of adult education as it relates to adult teaching and learning. In the literature review there is mention of program development and instructional design. Ideas for the evaluation of the research project are incorporated in the proposal. The literature is also reviewed for sales, sales analysis and customer service some mention of statistical analysis. The methods for implementing this proposal are mentioned with the implementation expected to last eight weeks. The appendixes consists of relevant information necessary for the implementation of the proposal. The anticipated limitations of such a project are mentioned as well as a conclusion.

Keywords: Suggestive Selling, Convenience Stores, Lesson Plans, Adult Education, Sales, Sales Analysis, Appendixes, Limitations, Customer Service, Sales Associate, Adult Learner.

INTRODUCTION

The emphasis of this research will be franchised stores of a convenience store chain. The convenience stores are small stores located in densely populated neighborhoods in Southeastern Florida. The ten-targeted stores will be chosen from as far north as West Palm Beach, Florida to as far south as North Miami Beach, Florida.

The neighborhoods of the ten targeted stores where this research will be conducted comprise of at least 10,000 individuals. The roads are well paved with side walks, bicycle paths, and well kept lawns and medians. The major roads are three lane while others are double and single lane. Running north to south throughout the cities where the stores are located is an interstate highway.

The cities where these stores are located have local governments consisting of mayors and city councils. The police, fire, sanitation, and public utilities department are under the responsibility of their respective mayors. The local government headquarters are located in the city hall of the towns. Some cities do not have a courthouse but there are adjacent towns where legal matters could be resolved.

Most people in these towns travel using their own transportation, but there are county train and bus systems that serve those in needs. Some cities have small airports that serve mainly private jets and small commuter aircraft. Some communities have a shopping mall, movie theaters, and strip malls. The convenience stores to be used in this research are located in strip malls, and in the case of gasoline stores at the corner of an intersection.

The structure of the convenience store is such that there is a manager, an assistant manager and associates. Sometimes there is a shift supervisor or a shift

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leader. In some instances the franchise manager is the owner of the franchise. When fully staffed a franchised convenience store has two employees per shift for three shifts, an assistant manager and a manager. The participants of this research will include all employees who are involved in customer service.

Nature of the Problem
The sales associates and other employees are not suggestive selling promotional and other items and as a result sales are below estimated projections and in some cases there are no sales increases (Appendixes, E-N) The associates are not suggestive selling because they were never taught how. Mercantile Systems (2007) reported that if your organization is not suggestive selling the organization is not fulfilling its profit potential.

Strianese (1997) and Mill (1998) informed that suggestive selling will increase sales. Freedman (2007) reported that suggestive selling could increase your sales by 11% on a weekly basis. Because associates are not suggestive selling and were never taught how to suggestive sell the convenience stores are not fulfilling their profit potential.

Purpose of the Project
The purpose of this research is to increase the sales at convenience stores through the teaching and implementation of suggestive selling and good customer service skills. The attitudes of the participants towards suggestive selling will be determined after being taught suggestive selling and its implementation. This is their reactionary response. The opinions of the district manager towards suggestive selling will be determined in the last week of the project, at which time they would know the impact of suggestive selling on their stores.

Background and Significance of the Problem
Slama (2007) reported that suggestive selling was an integral part of the restaurant industry for years. Stucker (2005) informed that suggestive selling could be done in person, on the telephone, or over the internet. Gilkes (2008) reported that a major problem in the convenience stores not meeting the estimated sales quota is the absence of suggestive selling, since the customers frequent the stores as usual, the customer service skills are adequate, and there are seldom inventory shortages. That the sales are below estimates are demonstrated by the pre-scores (Appendices E-N).

Trainers and consultants in the retail sector have been training sales personnel in suggestive selling to increase sales revenue (Arduser and Brown, 2005; Abbey, 2003; Harrison, 2007). Training is an essential element for the successful implementation of suggestive selling (Arduser and Brown, 2005; Abbey, 2003). The absence of suggestive selling is a problem because very few stores obtained the monthly 5% sales increase

necessary for employees to receive a bonus (Appendices E-N). Freedman (2007) showed that suggestive selling could increase the sales of an organization by more than 10% on a weekly basis.

The associates must be taught suggestive selling and customer service and the program must be implemented since suggestive selling and good customer service skills are envisioned as cost effective ways to improve sales (The Marketing Strategies Advisor, 2005; Arduser and Brown, 2005). The author of this proposal is a former assistant manager of a convenience store chain who will be researching the project. Suggestive selling is not a new technique to the retail sector but it is not done in the convenience stores of this proposed study.

Research Questions
This project will focus on providing answers to the following four research questions.
1. Can the sales revenue of convenience stores be increased by 0.5 % after teaching good customer service skills and suggestive selling and after 8 weeks of implementation?
2. Is there a statistical difference between the mean percentage sales increase before the teaching and implementation of suggestive selling and the mean percentage sales increase after the teaching and implementation of suggestive selling?
3. Are the opinions of the associates (participants) favorable to suggestive selling after they were taught the program and the program was implemented?
4. Are the opinions of the district managers favorable towards suggestive selling after its implementation?

Definition of Terms
Suggestive Selling:
Suggestive selling occurs when the sales person (associate) suggests to the customer an additional item or items related to the item being purchased that the customer did not order or intended to purchase.

Customer Service:
Customer service is the interaction between the customer and any individual of the organization where services or products are exchanged for cash.

Convenience Store:
A convenience store is a retail business in a convenient location with the emphasis on selling food and sometimes gasoline (Geisler, 2008).

Sales Associate:
A sales associate is a clerk who performs customer service by serving customers, ringing up all

purchases on the cash register, stock shelves, price products, and maintain a clean store (7-Eleven, 2008).

Adult Learner:

An adult learner is an individual socially accepted as an adult who pursues training/education on a part time basis while being employed (Timarong *et al.*, 2008).

Review of the Related Literature
Introduction

The examination of suggestive selling as an effective sales technique in the restaurant and retail sectors is well documented in the literature (Abbey, 1989, Abbey, 2003; Hickton, 2005; Hernon, 2005; Mercantile Systems, 2007; Slama,2007; Smith, 23005; Harrison, 2007). However, there was no literature to be found on the effectiveness of suggestive selling in convenience stores.

Much of the interest relating to suggestive selling involves training in the hospitality industry (Arduser & Brown, 2005; Hickton, 2005; Abbey, 2003). Educators and management personnel have used adult teaching/learning techniques to train adults in both the corporate and educational settings (Knowles, 1990; Kirkpatrick, 1998; Caffarella, 2002; Abbey, 1989). In this study the review of the literature will first exam suggestive selling as it relates to the retail sector. Next the issues in adult education as it relates to adult teaching and learning. Thirdly, the review of the literature will include program development with regard to instructional design. Fourthly, the review of the literature will include program evaluation. Last in the review of the literature is sales, sales analysis, and customer service with a small section on statistical analysis.

Suggestive Selling

Slama (2007) reported that suggestive selling has been an integral part of the restaurant industry for years. The Marketing Strategies Advisor (2005) defined suggestive selling as occurring when the sales person suggests additional items that are related to the original item being purchased by the customer. Slutsky and Slutsky (2007) informed that suggestive selling is a simple and inexpensive marketing technique which is used at the time of purchase to increase sales and profitability. Schier (2005) suggested that suggestive selling is describing an item that the guests have not ordered. Abbey (2003) reported that suggestive selling is the practice of influencing the customer's purchase through the use of sales phrases.

Hernon (2005), Stucker (2005), and Hickton (2005) reported that suggestive selling is also known as adding on, up selling, or plus selling. Abbey (1989) suggested that suggestive selling is only as effective as the verbal communication between the employee and the customer. Mill (1998) informed that some individuals think of suggestive selling as pushing unwanted items on the customer. Mill reiterated that suggestive selling is exposing the customers to items that might enhance the shopping experience and results in a higher purchase. Walker and Lundberg (2005) reported that some individuals have a fixed notion on the amount of money they want to spend and therefore reject suggestive selling.

Marvin (1997) informed that if poorly done, suggestive selling could be perceived by customers as insincere and manipulative. Johnson (2007) reported that every time a customer makes a purchase there is an opportunity for suggestive selling. The Marketing Strategies Advisor (2005) informed that suggestive selling could increase your sales turnover immediately. Harrison (2007) reported that suggestive selling is a sales technique used by professional sales and service staff to increase sales. Slutsky and Slutsky (2007) informed that through suggestive selling it is often relatively easy to add 10 to 20% to an existing sale or to get an existing customer to purchase just item or a larger version of the item being ordered. Freedman (2007) reported that suggestive selling could increase your sales by 11% on a weekly basis.

Strienese (1997) and Mill (1998) informed that effective suggestive selling will lead to a higher purchase and build profit. Ninemeier (1995) reported that suggestive selling techniques also generate additional income and affect operations control. Ninemeier suggested that if a customer service person sells a bottle of wine, an appetizer, or some snack that the customer would not have purchased otherwise, then the organization could benefit through increased sales. Mercantile Systems (2007) informed that if the employees of an organization are not suggestive selling the organization is not fulfilling its highest profit potential.

The Marketing Strategies Advisor (2005) emphasized that suggestive selling is a simple marketing technique that costs nothing to do, and if done properly the customers would thank you for it. News Letter (1998) reported that suggestive selling is associated with good customer service. The Marketing Strategies Advisor articulated that the sales person should take the base order of the base sale and then increase the customer's purchase by suggestive selling. The Marketing Strategies Advisor reiterated that in many cases the customer would not purchase anything extra, but when it happens there is an increase in sales revenue and there is no cost involved to the organization, and no harm to either party.

Hernon (2005) reported that suggestive selling is a way to let customers know what your organization is offering and to identify attractive alternatives. Hernon emphasized that people typically do not purchase what they do not need but many times they expect to be

coerced a little. Hernon informed that suggestive selling could add value, with the emphasis of making customers realize that suggestive selling is a service to them and not a profit making technique for the organization. Hernon also emphasized that the goal of suggestive selling is to get to a higher price point on the customer's purchase. Hernon reiterated that suggestive selling should be done with incentive programs as useful motivators for employees.

Stucker (2005) reported that suggestive selling could be done in person, on the telephone, or over the internet. Stucker suggested that when properly suggestive selling is helpful to the customer and builds profit for the organization. Hickton (2005) emphasized that suggestive selling has to be conducted carefully by assessing your customer. Hickton, and Arduser and Brown (2005) reported that in order to be successful associates and servers must be trained and monitored for their suggestive selling.

Adult Education
In order to adequately teach adults with, in many cases only, a high school diploma or GED, it is necessary to address the concepts of how adults learn and why in a high performance workplace. How adults are motivated and adult teaching techniques are important. The Adult Educator Blog (2006) defined adult learning as any post compulsory learning and includes a formal college education; job related training community education or self improvement. Cross (1981) reported that adults participate in learning activities, usually not for credit, offered by continuing education and extension divisions, industry, community agencies, and labor unions. Kell *et al*., (2003) informed that adult education at the twenty first century explores the contemporary dilemmas created for adult educators by the ideological, historical and localizing practices of globalization.

Knowles (1990) suggested that when learners perceive the goals of the learning experience to be their own the teacher should involve the adult learners in the formulation of the learning objectives. Knowles reported that when the learners participate actively in the learning process, the teacher should help the learners organize themselves into project groups, learning teams, and independent study to share the responsibility in the process of mutual inquiry. Knowles suggested that when the learning process is related to and make use of the experiences of the adult learner the teacher should: (a) help the student use his or her own experiences as resources for learning through the use of techniques that involves role playing, discussion and the case method;(b) the teacher should gear the presentation of his or her resources to the level of the experience of his or her adult learners, and (c0 the teacher should help the adult learner to apply new learning to the experience, thus making the learning more meaningful and integrated.

Knowles (1990) reiterated that when learners have a sense of progress towards their goals the teacher should: (a) help the adult students develop mutual acceptable criteria and methods for measuring progress towards the learning objectives, and (b) the teacher should help the students develop and apply procedures for the evaluation of themselves according to criteria. Knowles emphasized that when learners accept a share of the responsibility for planning and operating the learning experience, and hence have a commitment towards it, the teacher should share his or her thoughts about options available in the designing of the learning experience and the selection of methods and materials and involves the adult learners in deciding among options jointly.

Westmeyer (1988) reported that adult learners could be identified as college age learners, older adults in college, middle age learners, adult basic education students and professionals in continuing education programs. Westmeyer suggested that an adult is ready to learn when he or she experiences a need for new information or a need for new or improved job related skills. Tight (2002) reported that adult education and training are now collectively known as continuing education. Tight informed that training is preparing someone to perform a task or role. Harkin *et al*., (2001) suggested that education and training do not occur in a vacuum but are part of a wider social fabric of values, families, employment, and civic life.

Rogers (2002) reported that people engage in the teaching of adults for many different purposes. Rogers emphasized that the formats and settings are numerous such as industrial training agencies, corporate settings, and professional bodies. Rogers informed that the teaching could be face to face or by distant methods. Rogers reiterated that the teaching process could be a direct one such as a structured course on management, retail, customer service or computing.

Knowles (1990) suggested that adult learners have five common characteristics: (a) adults are motivated to learn when they have needs and interests that the learning would satisfy; (b) adults are life centered in their orientation towards learning and as a result the appropriate units for organizing learning are life situations and not objects; (c) adults possess the richest source of experience of all learners and therefore the core methodology of adult education is the analysis of experience; (d) adults are self-directing and as a result the role of the teacher is to engage in the process of mutual inquiry rather than to transmit his or her knowledge to them and then evaluate their conformity to it, and (e) that there are individual differences among adult learners which increase with age, and hence adult education must take into consideration differences in style, time, place and pace of learning.

Wlodkowski (1999) reported that motivation is important because it apparently improves learning, but also because it mediates learning and is a consequence of learning as well. Wlodskowski suggested that instructors know when learners are motivated during the learning process because things go more smoothly, communication flows, anxiety decreases, and creativity and learning is more apparent. Wlodkowski reiterated that instruction with motivated learners could be joyful and exciting, especially for the instructor.

Knowles *et al*., (2005) outlined some major conditions of learning with the principles of teaching that the teacher should employ when the adult learners are motivated: (a) the teacher should expose the students to new possibilities for the fulfillment of themselves, (b) the teacher should help each adult student to clarify his or her aspirations for improved behavior, (c) the teacher should help each student to diagnose the gap between his or her own aspirations and his or her own level of performance, and (d) the teacher should help each student to identify his or her own life problems he or she experienced because of gaps in his or her personal endeavors.

Corder (2002) identified ten common characteristics of adult learners: (a) adult learners are above the age of compulsory learning, (b) adult learners have some experience in the world of work, (c) adult learners have family responsibilities, (d) adult learners have financial responsibilities, (e) adult learners have domestic responsibilities, (f) adult learners are reasonably independent, (g) adult learners are able to make their own judgments about the world in which they live, (h) adult learners have some life experience, (i) the taste of adult learners is more sophisticated than they were when they were younger, and (j) adult learners have experienced the learning process before. Corder emphasized that adult learners come to the course with a baggage of previous learning experience which might be a mixture of positive and negative. Corder reiterated that no matter what is taught some students (participants) in the class might have a previous experience.

Daines *et al*., (1993) reported that common characteristics of adult learners are: (a) adult learners bring to their studies a considerable store of knowledge through years of experience and much of it would be relevant to what is being learnt; (b) adult learners have established attitudes, patterns of thought and unalterable ways of doing things to their learning which could help them cope with a new situation and ideas; (c) adult learners could be expected to assume the responsibility for themselves; (d) although adult learners might not have been involved directly in formal education for some years, they never the less have learnt a lot in the course of their lives since leaving school, college or university; (e) adult learners might find it difficult to recall isolated facts and learn under pressure, (f) adult learners are likely to lack confidence in themselves as learners and might underestimate their own powers of learning, (g) adult learners are unlikely to be satisfied with a time perspective that sees the learning process as lengthy and the attainment of the desired objective is in the future, and (h) the learning commitment of adults is usually part time. Daines *et al*., informed that the instructor's job is to recognize the uniqueness of each adult learner and to work in ways that would best help the individual to achieve his or her own learning objectives.

Dean (1994) reported that instructional design is a decision making process used to plan and develop instructional materials and activities. Morrison *et al*., (2004) informed that the learning styles of individuals are important to instructional design. Morrison *et al*., reported that learning styles are traits that refer to how individuals approach learning tasks and process information. Funderstanding (2005) reported that learning styles theory implies that how much individuals learn have more to do with whether the educational experience is geared towards their particular style of learning than whether or not they are deemed smart.

Funderstanding (2005) informed that the concept of learning styles is rooted in the classification of psychological types. Funderstanding illustrated that they are four ways could both perceive and process information. Funderstanding reported that there are concrete and abstract perceivers and active and reflective processors. The article reiterated that concrete perceivers absorb information through experiences by doing, acting, and feeling whereas abstract perceivers take information through analysis, observation, and thinking. Funderstanding reported that active processors could make sense of an experience immediately using new information, whereas reflective processors could make sense of an experience by reflecting and thinking about it.

Funderstanding (2005) suggested that a traditional schooling tends to favor abstract perceiving and reflective processing. Funderstanding emphasized that teachers/instructors should design their instructional methods to connect with all four learning styles, using various combinations of experience, reflection, conceptualization, and experimentation. The article reiterated that instructors could introduce a wide variety of experimental elements into the classroom, such as sound, music, visuals, movement, experience and even talking. Funderstanding informed that teachers should employ a variety of assessment techniques, focusing on the development of the whole brain capacity and each of the different learning styles. Morrison *et al*., (2004) illustrated a five step instructional design model. Morrison *et al*., model involves a topic, objectives, instruction, evaluation, and revision.

Belanger and Tuijnman (1997) informed that high performance work places are on the increase. Belanger and Tuijnman suggested that each workplace emphasized self management, study circles, flexible rather than narrow job design, flat organizational structures, employee problem solving groups, ability to meet the customer's need, and innovation and total management. Belanger and Tuijnman informed that employees' knowledge skills and qualification are of utmost importance for the priorities mentioned earlier. Belanger and Tuijnman emphasized that the move towards a high performance workplace calls for a major adult Education and training effort.

Cantor (1992) reported that the lesson planning for adults should involve 5 minutes for motivation, a 20 minute presentation, 20 minutes for application, and 5 minutes for evaluation. Mckeachie (2002) suggested that important aspects of teaching are connecting new ideas with existing knowledge, modeling and teaching learning strategies, and providing feedback on the learning strategies. Taylor ET. al. (2000) reported that adult learners need developing and defined development as the process of qualitative change in attitudes, values, and understandings that adults experience because of ongoing interactions with the social environment, occurring over time and not strictly because of time.

Vella (2000) suggested that with regard to learning tasks, adult learners: (a) arrive with the capacity to do the work associated with learning; (b) learn when they are actively engage with determining the content; (c) could be presented new information through a learning task, and (d) learning tasks could be used to promote accountability. Morgan *et al.*, (1976) reported that the demonstration method is very favorable in adult education and particularly in industry. Dirkx and Prenger (1997) informed that people generally remember 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they see and hear, 70% of what they say and write, and 90% of what they say as they perform a task.

Gagne (1965) reported that there are eight major types of learning. Firstly, there is signal learning where the individual learns to make sense and diffuse responses to signals. Secondly, there is stimulus response learning where the learner acquires a distinct response to a discriminated stimulus. Thirdly, there is chaining where the individual acquires a chain of two or more stimulus response connections. Next, there is verbal association where the individual learns chains that are verbal. Fifthly, there is multiple discrimination in which the individual learns to make different identifying responses to different stimuli which might resemble each other to a lesser or greater degree in physical appearance. Next, there is concept learning where the individual acquires the capability to make common responses to a class of stimuli that might differ from each other widely

in physical appearance. Seventhly, there is principle learning where the individual acquires a chain of two or more concepts. Finally, there is problem solving which is a kind of learning that requires the internal event called thinking. Merriam and Caffarella (1999) reported that the process of transformation learning is based on life experience and individuals change their behavior base on their own experiences.

Program/Curriculum Development

Caffarella (2002) noted that education and training programs for adults include skill sessions lasting an hour or two to daylong workshops and conferences and very intensive residential studies at corporate training centers and universities. Caffarella also suggested that programs for adults are planned for individual learners, or for large or small groups of learners. Saylor *et al.*, (1981) defined a curriculum as a plan for providing sets of learning opportunities for persons to be educated or trained.

An educational philosophy is an important and purposeful activity in curriculum development as it assists in answering value laden questions and making decisions from among the many choices (Wiles and Bondi (2002) reported that educational philosophies could help the curriculum leaders in the following four major ways. Firstly, an educational philosophy could suggest the purpose of the education/training. Secondly, it could clarify the objectives and learning activities in the organization. Thirdly, it defines the roles of the individuals working in the organization. Finally, it guides the selection of learning strategies and tactics for use in the classroom.

Koopman (1966) defined curriculum development as that aspect of teaching and administration which designedly, systematically, cooperatively, and continuously seeks to improve the teaching/learning process. According to Koopman curriculum development could be associated with teaching or seen as being part of administration or both. Koopman emphasized that the development of curriculum should not be confused with curriculum change since curriculum change take place with or without curriculum development.

Tyler (1950) contended that there are three major sources of curriculum. Firstly, studies of society; secondly, studies of the learner, and thirdly, the subject matter. According to Hilda (1962) the decision making process in curriculum development involves seven steps: (a) diagnosis of needs; (b) the formulation of objectives; (c) the selection of content; (d) the organization of content; (e) the selection of learning experiences; (f0 the organization of the learning experiences; and (g) the determination of what to evaluate and the procedures for doing the evaluation. Pratt (1980) informed that curriculum development might begin either with a

general assessment of some need or with a specific problem that the curriculum designer attempts to resolve. Pratt suggested that the needs assessment should involve the collection of both opinionated and factual data.

The planning decisions in curriculum development relate to different kinds of problems at many policy and operational levels which are all interdependent (Unruh and Unruh, 1984).The four major divisions of educational planning according to Alkin and Bruno (1970) are; (a) economic planning, which involves the allocation of resources to education/training; (b) educational policy planning, dealing with the many choices among the broad educational goals; (c) internal educational planning, which deals with the choices among methods, media, and technologies; and (d) operational planning, dealing with the choices among the methods of implementation and the methods of monitoring success or failure. Unruh and Unruh (1984) noted that effective curriculum development assumes a high degree of interdependence of the elements and persons with an orderly approach to the planned change

Three strategies for planned change in curriculum development according to Chin and Benne (1969) are the enlightenment, the reeducative, and the coercive strategies. The enlightenment strategies assume that individuals will follow the rational interests once they are revealed to them (Unruh and Unruh, 1984). According to Unruh and Unruh (1984) the enlightenment involves some individual or interest group knowing of a situation and proposes a change that is desirable, effective, and in line with the interests of those who will be effected by the change. The enlightenment strategy depends on the building of knowledge, diffusing the results of research, with the use of experts and consultants, and clarifying definitions in order to communicate better and to reason more effectively so that a realistic common basis could be established for acting and changing (Unruh and Unruh, 1984).

Unruh and Unruh (1984) reported that the reeducative strategies are committed to releasing and fostering growth in the individuals who make up the system to be changed. This approach according to Unruh and Unruh, emphasizes that individuals are capable of self-respect and respect for each other in their responses, choices, and actions. Unruh and Unruh reiterated that improving the problem solving abilities of the group is the major objective of reeducative strategies.

The coercive strategies of change depend on how one individual or group can influence another (Unruh and Unruh, 1984). Unruh and Unruh (1984) emphasized that whether the change is influenced by coercive strategies or by enlightenment strategies, curriculum workers still have latitude for introducing democratic, reeducative methods of change. Owen (1973) reported that behind the outward pattern of good

curriculum management lies the desire to have good reasons for aiming at change and improvement.

Neagley and Evans (1967) noted that there were two approaches to curriculum development: (a) the subject centered approach, and (b) the discipline centered approach. Neagley and Evans suggested that under the subject centered approach to curriculum organization the learner accumulates information which he/she soon forgets, whereas in the discipline centered approach the learner develops generalizations, principles, and techniques which might be applied throughout his/her lifetime. Hunkins (1980) informed that although the first step in curriculum development is the identification of a problem it does not mean that curriculum improvement must wait for a crisis before being put into action.

Slattery (2006) reported that the field of curriculum theory has many hostile and competitive factions at odds with one another such as political theorists, feminists, pragmatists, queer theorists, and phenomenologists. Caswell (1937) informed that determining the aims of education is generally considered one of the major tasks of curriculum making. Orlosky and Smith (1978) reported that no matter the theoretical perspective of curriculum development considerations of the objectives of instruction are important.

Goodlad (1963) suggested that a good instructional focus should encourage students to practice the type of behavior desired and several behaviors simultaneously. Goodlad emphasized that the focus should complement and support learning in different areas of instruction. Frey *et al*., (2005) suggested that identifying the academic, communication, and social objectives for the unit must be done in addition to determining the way to communicate the overall focus of the unit to all learners. Posner and Rudnitsky (1997) reported that instructional planning consists of organizing the instructional content into a coherent, feasible design for teaching. King *et al*., (2001) informed that training should be results oriented when there is a deficiency in individual knowledge, skill or attitude and results should be measurable accomplishments or outputs that focus on improved performance.

Program Evaluation
Wholey (1994) reported that program evaluation includes the measurement of a program's performance, resource expenditure, program activities, and program outcomes and the testing of the assumptions linking the three elements. Lindvall and Cox (1970) suggested that if evaluation is to play an important role in program development, it must be an integral part in every aspect in the planning and implementing of the program. Kaufman *et al*., (2006) reported that a good evaluation starts by asking the right questions, and that

evaluation at its core is simple and useful in finding what works and what does not.

Fitzpatrick *et al.*, (2004) informed that there are two types of program evaluation, formative and summative. Fitzpatrick and colleagues suggested that formative evaluation is used to provide information for program improvement, whereas summative evaluations provide information for making judgments about the program's adoption, continuation, or expansion. Lindvall and Cox (1970) noted that formative evaluation should ask the following questions. Firstly, what are the goals to be achieved by the program? Secondly, what is the program's plan for achieving those goals? Thirdly, does the operating system of the program represent a true implementation of the plan? Finally, were the desired goals of the program achieved when the program was developed and put into operation? Beyer (1995) suggested that despite the importance of formative evaluation it is frequently poorly carried out in the development of educational products.

Shadish *et al.*, (1991) informed that summative evaluations judge a program's worth by assessing the program's effects in regard to relevant problems. Shadish and colleagues reported that program evaluations could ask questions relating to: (a0 the intended or actual clients, their needs, and desires; (b0 the program inputs, such as the budget and staffing; (c) the programs internal structure and processes, including its activities, internal organization and program model; (d) the variables outside the program that affects it; (e) changes in the clients or society; and (f) the costs/ benefit analysis of the program. Fitzpatrick *et al.*, (2004) informed that program evaluation could be internal utilizing employees of the organization or external being conducted by outsiders.

Thompson (1980) emphasized that a cost effective analysis evaluation of a program determines in money terms the feasibility of the program. Donaldson (2007) noted that program theory drive science is used for four purposes: Firstly, to improve and develop the program and the organization with the intention of solving human resource problems. Secondly, to help in the decision making process. The third purpose is to improve organizational learning and develop new knowledge. Finally, to meet all transparency and accountability needs.

Leach and Zepke (2005) defined program evaluation as a process of determining the merit, worth or significance of a program. Leach and Zepke reported that there are four primary purposes for the evaluation of a program :(a) summative evaluation to determine the future of the program, (b) consideration to what extent the stated program goals have been met, (c) program improvement, and (d) to initiate social change. Caffarella (2002) informed that program evaluation could be achieved through the use of written questionnaires, tests,

interviews, performance reviews, product reviews, focus groups or cost benefit analysis.

Kirkpatrick (1998) reported that there are four levels of evaluation: (a) reaction, by measuring how the participants in the program react it; (b) learning, to determine the extent to which the participants change attitudes, improve knowledge or increase skill as a result of attending the program; (c) behavior, to determine the extent to which a change of behavior has occurred as a result of the participants attending the training program, and (d) results, which is the final results that has occurred as a result of the participants attending the program. Kirkpatrick emphasized that the final results could include increased production, improved quality, increase sales and higher profits.

Sales, Sales Analysis, and Customer Service
Minkin *et al.*, (1970) defined sales as orders or bookings of shipments, cash receipts, dollar billings or customer purchases all expressed in dollars. Faulkner (1983) reported that an effective sales organization structure facilitates the free and rapid flow of communications that gives direction, guidance, information and control. Faulkner emphasized that a sales organization is dynamic and needs to change as the company grows, and as the technology, markets, distribution channels, competitive conditions and even conditions of management change.

Grikscheit *et al.,* (1981) reported that success in selling depends in a large measure on the skill used in the planning to achieve the desired objectives and in conducting the selling process accordingly. Grikscheit *et al.*, suggested that planning represents the strategy whereas conducting the selling process involves the use of tactics. Grikscheit *et al.*, reiterated that the strategy is most often future oriented and good sales tactics are indispensable.

Robb (2005) reported that the rules for selling are: (a) helping, whereby the associates should always be ready in a habitual manner to help and respect customers; (b) knowledge, meaning that the associates should know their product/services, customers and industry in detail and they must be able to answer any question; (c) benefit, implying that associates should think of how each of the features of the product/service could benefit the customer and mention that in the initial stage of the conversation; (d) presentable, which suggests that the associates should be neat, presentable and clean, and it includes smelling good too; (e) rehearse, meaning that associates should practice their greetings and thank you statements repeatedly; (f) the 70-30 rule which means that associates should not be talkative, listen more than talk, and ask questions in an effort to determine the concerns of the customers and help them; (g) enthusiasm which suggests that associates should be friendly, showing enthusiasm, energy and professionalism while

showing confidence in their product/service; (h) easy, which means that associates should test the products and services and then make them accessible to the customers; (i) boldness, which suggests that the associates should ask for business by asking the customer to come back to their store, and (j) friendly, which simply states that associates should be friendly because people purchase goods and services from people who never argue or make customers look stupid.

Benson and Ugolini (2006) reported that the heart of the attitudes towards the sale of products/services is the issue of the seller's profit. Smith (2005) mentioned that an important aspect in improving sales is relationship building. Smith reported that most customers are looking for peace of mind rather than the product or service. Smith informed that associates should seek to build the trust and understanding in their relationships with customers, since there are normally other competitors within a five mile radius and customers shop where they have good relationships. Smith mentioned three important tips about selling: (a) associates should focus on the value of the product/service rather than selling the product/service, (b) associates should take every opportunity to learn about their customers, and (c) the associates should talk price last if price is the determining factor for buying the product/service.

DeSena (2004) informed that selling involves the customer's problems whether the problems are immediate or future problems. Kendall (2006) defined a customer as any person who receives products or services from an organization. Kendall emphasized that the customers could be internal or external to the organization. Kendall defined customer service as transactions aim at meeting the needs of the customers. Kendall reiterated that customer service is the interaction between the customer and a representative of the institution and it is not limited to any job type or function within the organization.

Kendall (2006) suggested that service quality, customer satisfaction, and customer loyalty are associated components of good customer service. Kendall reported that the service quality is the attitude relating to the particular service, that is, the customer's overall impression of the relative inferiority or superiority of the institution and its services. He suggested that customer satisfaction is the overall evaluation of the institution's services and products according to the expectations of the customers whether they are internal or external customers. Kendall reiterated that customer satisfaction is an attitude and includes service quality. Desatnick and Detzel (1993) defined customer satisfaction as the degree of happiness experienced by the customer while doing business with an organization. Kendall suggested that customer loyalty is a behavior and relates to the performance of an institution and its products/services over its competitors. Kendall emphasized that customer loyalty is associated with service quality.

Scheuing (1999) reported that in order for organizations to survive and prosper the creation of a competitive advantage through customer loyalty is the strategic imperative. Scheuing suggested that customers are the lifeblood of any institution and without them, the institution loses it meaning and purpose. Scheuing emphasized that customers provides incentive, vitality, and growth for the existence of the institution.

DeSena (2004) reported that associates should possess five attributes when dealing with customers: (a) the associates should understand the customer's buying motivation; (b) the associates should ask questions and listen to the customers; (c) the associates should have integrity; (d) the associates should be well prepared for their task, and (e) the associates should ask for and assume the customer's order/purchase. DeSena (2004) suggested that there are five things associates should not do when dealing with customers: (a) push their own agenda; (b) do most of the talking in conversations with their customers; (c) never ignore detail; (d) never leave anything to chance and must complete their interactions with customers, and (e) never forget to thank the customer and ask them for feedback and referrals.

Gerson (1998) reported the following as reasons for poor customer service: (a) uncaring associates, (b) poor associate training, (c) negative attitudes of associates towards customers, (d) differences in perception between what the organization thinks the customers want and what the customers actually want, (e) differences in the perception between the product/service the organization thinks it provide and what customers think they receive, (f) differences in the perception between the way the organization think customers want to be treated and the way customers want to be treated, or are actually treated, (g) there is no customer service philosophy within the organization, (h) poor handling and resolution of customer complaints; (i) associates are not empowered to provide good service, assume responsibility and make decisions that will provide satisfaction to the customer, and (j) poor treatment of employees as customers.

Ford (1998) reported that a necessary step in the consideration of customer service is to reflect on its nature as a communication process. Ford emphasized that the moment an associate or other representative of an organization presents products or services in exchange for a customer's money or cooperation it is a communication process. Ford suggested that customer service interactions rely on both verbal and non-verbal messages. Ford emphasized that non-verbal messages such as eye contact, smiles, and a relaxed posture are important in customer service. Ford informed that verbal

communication involves a greeting and sales pitches. Wilner (1998) suggested that vision is an important aspect of sales management. Wilner informed that sales managers who have a vision can predict the future because they create it.

Minkin *et al*., (1970) defined sales analysis as the gathering, classifying, comparing, and studying an organization's sales data in two different time periods. Totten and Block (1994) suggested that sales promotion refers to the many kinds of selling incentives and techniques intended to produce immediate or short-term sales effects. Totten and Block showed that sales could be analyzed with the use of histograms, graphs, and the data could be represented in a tabular form. Futrell (1988) and 7-Eleven Training Manual (2004) showed that sales analysis could be compared on a daily, weekly, monthly or yearly basis.

Sprinthall (2003) and Peers (1996) reported that statistics could be divided into two broad categories: (a) descriptive statistics, and (b) inferential statistics. Sprinthall (2003) informed that descriptive statistics involves those techniques that are used for describing data in the abbreviated symbolic form whereas inferential statistics involves those techniques used for measuring a subgroup and then generalizing those measures to the entire group. Sprinthall (2003) and Peers (1996) suggested that descriptive statistics involves the mean, mode, median and standard deviation whereas inferential statistics includes t-tests and analysis of variance.

Summary

Major adult education and training efforts are on the rise in high performance work places (Belanger and Tuijnman, 1997). Trainers and consultants continue to look for ways to improve sales revenue through the use of suggestive selling (Arduser and Brown, 2005; Harrison, 2007; Hernon, 2005; Hickton, 2005; Abbey, 2003). Researchers continue to investigate ways to teach adults effectively (Knowles, 1990; Dean, 1984; Mckeachie, 2002; Vella, 2000; Arduser and Brown, 2005). Role play has been emphasized by Knowles (1990) as an effective teaching technique. Vella (2000) suggested that learner tasks are important. Morrison *et al*., (2004) and Funder standing (2005) reported that teaching should connect to the different learning styles.

Educators and trainers have planned programs for adults that include skill sessions, day long workshops and intense residential studies (Cafarella, 2002). Koopman (1966) informed that curriculum development could be seen as being part of teaching, or administration, or both. Pratt (1980) suggested that curriculum development might begin with the assessment of a need or with a specific problem the curriculum designer attempts to resolve.

Goodlad (1963) reported that a good instructional focus should encourage learners to practice the type of behavior desired. Instructional planning should consist of organizing the instructional content into a coherent, flexible design for teaching (Posner and Rudnitsky, 1997). King *et al*., (2001) suggested that training should be results oriented if there is some deficiency in individual knowledge, skill, or attitude and that the results should be measurable accomplishments that focused on improved performance.

There are two types of program evaluation, summative and formative (Fitzpatrick *et al*., (2004). Fitzpatrick *et al*., (2004) reported that summative evaluations provide information for making judgments about the program's adoption, continuation, or expansion. Program evaluation could be done with the use of questionnaires (Caffarella, 2002). The reaction of participants to a program is one level of program evaluation noted by Kirkpatrick (1998).

Faulkner (1983) reported that to be effective a sales organization's structure should facilitate the free and rapid flow of communication that gives direction and guidance. Benson Ugolini (2006) suggested that the issue of the seller's profit is at the heart of attitudes towards the sale of goods and services. Smith (2005) mentioned that relationship building is an important aspect of improving sales. Grikscheit *et al*., (1981) reported that success in selling depends largely on the skill used in planning to achieve the desired goals and in conducting the selling process accordingly.

Kendall (2006) informed that good customer service components are service quality, customer satisfaction, and customer loyalty. Both verbal and non-verbal communication are important to good customer service (Ford, 1998). Sales data could be represented as graphs, histograms, and in a tabular form (Totten and Block, 1994). Sprinthall (2003) noted that data could be analyzed using descriptive and inferential statistics.

METHODOLOGY
Method

The participants of this research will be sales associates with one or more years of experience working in a convenience store. There will be 30 participants ranging in age from 20 to 50 years old. The participants will be selected from ten targeted stores. The consent to participate will be obtained from the associates through a consent letter (Appendix D). The participants will be of Asian, Black or white decent. The research will be mixed method, quasi- experimental and non-random.

Stucker (2005), Smith (2005), Hickton (2005), Kendall (2006), Robb (2005), Knowles (1990), Funder standing (2005), and Morrison *et al*., (2004) ideas will be used to teach suggestive selling and customer service skills. Morrison *et al*., (2004) model on instructional

design was used to prepare the lecture/discussion. Funder standing (2005) concepts will be utilized to connect to the different learning styles. Smith (2005) tips on selling and Robb (2005) rules on selling are also incorporated in the lecture/ discussion. The course design is a self made instrument geared to the different learning styles (Appendix A). The participants will be monitored for their suggestive selling.

The sales of the ten targeted stores were monitored for 8 weeks before implementation (Store-scores; Tables 1-11). The sales of the ten targeted stores will be monitored for 8 weeks after the associates have been taught suggestive selling and customer service. A questionnaire (Appendix B) will be given to the participants to determine their attitudes towards suggestive selling. Caffarella (2002) and Kirkpatrick (1998) guidelines were used to prepare the questionnaire (Appendix B). Interviews will be conducted with the district managers to determine their opinions of suggestive selling (Appendix C).

Minkin *et al.*, (1970), Futrell (1988), and 7-Eleven Training Manual (2004) ideas will be used to determine sales analysis. Sprinthall (2003) and Peers (1996) ideas on descriptive and inferential statistics will be used to present data as tables, histograms, mean percentage sales increase and t-tests.

Procedure

The anticipated time for the complete implementation of this research is 8 weeks. During the first week of implementation the participants will be taught suggestive and customer service (Appendix A) and sales data will be collected. From week, two to week six the participants will be monitored for their suggestive selling and sales data will be collected. During week seven the questionnaires (Appendix B) will be given to participants to determine their reactions towards suggestive selling, and interviews (Appendix C) will be conducted with the district managers. Sales data will also be collected. In week eight the questionnaires (Appendix B) will be collected from the participants, participants will be monitored for their suggestive selling, sales data will be collected and the participants including the district managers will be thanked for their cooperation.

Sales and statistical analysis will be done to determine the answer to the first two research questions, (a) "can the sales revenue of convenience stores be increased by 0.5% after teaching good customer service skills and suggestive selling and after 8 weeks of implementation?" And (b) "is there a statistical difference between the mean percentage sales increase before the teaching and implementation of suggestive selling and the mean percentage sales increase after the teaching and implementation of suggestive selling?" The responses to the questionnaire (Appendix B) will answer the research question, "are the opinions of the associates

(participants0 favorable to suggestive selling after they were taught the program and the program was implemented?" The interviews (Appendix C) will answer the final research question, "Are the opinions of the district managers favorable towards suggestive selling after its implementation?"

Assumptions

The most important assumption that must be taken for granted before this project is valid is that no other factor changes during the implementation of the project other than the use of suggestive selling by the associates. Another assumption is that the customers will visit the stores with the same frequency as before the implementation of suggestive selling.

Limitations and Delimitations

One limitation that may affect the outcome of the project is the prevailing economic conditions in the country. Poor economic conditions mean that individuals have less disposable income and therefore cannot shop as they would during good economic conditions. A delimitation of the project is the short duration of the inquiry of 8 weeks because one would like to determine if any sales increases obtained are short term or long term. The project will not be implemented with incentive programs and the associates might not be very enthusiastic.

Anticipated Implications for the Improvement of Educational Practice

This project will benefit the convenience store chain by determining the effectiveness of suggestive selling in increasing the sales revenues of the stores. It would provide information that could be useful in deciding whether or not to train the entire corporation in suggestive selling. Although suggestive selling costs nothing to perform the project could provide information that would be helpful in determining the cost effectiveness of training all the associates in the convenience store chain in suggestive selling.

From an educational perspective the literature will be enhanced with information that is statistical about suggestive selling.

CONCLUSION

The mean percentage difference between the sales revenue of 10 convenient stores prior to implementation and teaching of customer service and suggestive selling can be positive or negative, that is, significant or not significant. A positive increase implies that suggestive selling increases the sales revenues of the convenient stores for the period of implementation. A negative increase means that suggestive selling had no effect on the sales revenue of the convenient stores. There should never be a negative effect since before the suggestion there is already a sale and the suggestion only increases on that sales total.

A correlation can also be obtained once the suggestive incidences are recorded for both positive and negative acceptance. In this case, a correlation can be positive, negative or zero. A zero correlation means that suggestive selling has no effect on convenient store sales; a positive correlation means that it increases convenient store sales and a negative correlation means that it does not cause convenient store sales to increase.

The suggestion of sales promoted items in the stores would increase the sales revenues of stores once the customers accept and purchase the promoted items. If the customers do not accept and purchase sales, promoted items there will no effect of suggestive selling in improving sales through sales promotions.

If the opinions of the associates were favorable to suggestive selling it would be easier to implement throughout the corporation and with the correct incentives be more widely accepted.

A favorable opinion of the district managers would suggest that there is support for the implementation of the program throughout districts.

Suggestive selling is a good sales technique to be implemented throughout the retail sector and the service industry to improve sales revenues beyond the base sale. One should be cautious when implementing suggestive selling in the service sector because some customers might angry or annoyed and leave the complex without making even the base purchase. Hence it is highly recommended that in the service industry that only one suggestion would be made to a customers or group of customers, and their acceptance or denial should be treated by the sales attendant/ waitress graciously.

Year to date sales are good for determining the effectiveness of the suggestive selling for that time period of the year. Different activities might have been in operation in the neighborhoods of the stores at different periods, for example, a construction boom, road repair, or other service repairs, to mention a few, would show higher sales than normal at the stores. Hence, year to date changes would not normally increase. In addition, neighborhood events would change sales patterns. Additionally, sales patterns can be changed by weather patterns. It is not necessary to use year to date sales for the implementation of the project but pre-sales are more than adequate. Year to date sales are only included because there are available and would be useful in other analyses.

It should be noted that this project should be implemented to confirm or deny the theoretical basis of this conclusion.

APPENDIX A
LESSON PLANS
Appendix A
Lesson Plan
Title: Customer Service and Suggestive Selling
Purpose: To Teach Participants Good Customer Service Skills and Suggestive Selling.
Objectives: Participants will know good customer service skills and be able to perform suggestive selling.

Lecture/Discussion
Customer Service is the interaction between the customer and the associate or any other member of your store (Kendall, 2006). It is the transactions aimed at meeting the needs of customers (Kendall, 2006). Service quality, customer satisfaction and customer loyalty are associated components of good customer service (Kendall, 2006).

The first communicative action with a customer is the greeting and it should be performed with both verbal and non verbal actions. The verbal action should be good morning, good evening, good night, or even hello. The non verbal actions should include a smile and an upright posture. Body language is very important to the customer and it should be positive.

No customer service is complete without adherence to Robb (2005) ten rules of selling.
1. Helping-Associates should always be ready in a habitual manner to help and respect the customer.
2. Knowledge- Associates should know their products/services. Customer and industry in detail and they must be able to answer any question.
3. Benefit- Associates should think of how each of the features of their product/service could benefit the customer and mention that in the initial stages of any conversation.
4. Presentable_ Associates should be neat, presentable and clean and this includes smelling good too. Additionally, associates should be dressed as the customer expect, that is , wear your uniforms at all times.
5. Rehearse-Associates should practice their greetings, thank you statement and suggestive selling pitches repeatedly.
6. The 70-30 rule- Associates should not be talkative and should listen more than talk. Additionally, associates should ask questions in an effort to determine the concerns of customers and help them.
7. Enthusiasm- Associates should be friendly, showing enthusiasm, energy and professionalism. Associates should also show confidence in their product/service.

8. Easy- Associates, you should test the goods and services and then make them accessible to the customers.
9. Boldness- Associates you should ask for business by asking the customers to come back to your store.
10. Friendly- Associates should be friendly because people purchase goods and service from people who never argue or make them look stupid.

Another important point made by Smith (2005) is that associates should take every opportunity to learn about their customers.

DeSena (2004) mentioned five things associates should not do in customer service.
1. Associates should not push their own agenda.
2. Associates should not do most of the talking with their customers.
3. Associates should never ignore details.
4. Associates should never leave anything to chance and must be complete in their interactions with customers.
5. Associates should never forget to thank the customer, and ask them for feedback or referrals.

Remember to thank your customers after every purchase and ask them to come back to your store.
A 10 minute Break………………………………….
Suggestive Selling

You are suggestive selling when you suggest additional items that are related to the original item being purchased by the customer (The Marketing Strategies Advisor, 2005). Suggestive selling is a simple marketing technique which is used at the time of purchase to increase sales and profitability. Suggestive selling is also known as up-selling or plus selling (Hernon, 2005, Stucker, 2005, and Hickton, 2005).

Abbey (1989) reported that suggestive selling is only as effective as the verbal communication between yourself and the customer. Suggestive selling should be seen as exposing what your store offers to the customer (Mill, 1998). Not all suggestive selling approaches are going to be successful because some individuals have a fixed notion of the amount of money they want to spend (Walker and Lundberg, 2005). Suggestive selling could be perceived by customers as insincere, shallow and manipulative if it is poorly done (Marvin, 1997).

Every time a customer makes a purchase there is an opportunity for suggestive selling (Johnson, 2007). Suggestive selling is a simple technique that costs nothing to do and if properly done the customers would thank you for it (The Marketing Strategies Advisor, 2005). Freedman (2007) reported that suggestive selling could increase your sales by 11% on a weekly basis.

Suggestive selling could be performed in person, on the telephone or over the internet (Stucker, 2005). Hickton (2005) emphasized that suggestive selling has to be conducted carefully by assessing your customer. Hickton (2005), and Arduser and Brown (2005) reported that in order to be successful associates and servers must be trained and monitored for their suggestive selling.
How to Suggestive Sell in a Convenience Store.

Firstly, greet the customer as he/she approaches your cash register. Look at the item the customer is purchasing and then suggest a related item that is complementary to the item being purchased. If the customer agrees to purchase the additional item ring up both items and thank the customer. Ask the customer to come back to the store. If the customer refuses to buy the additional item ring up the intended item of purchase, thank the customer and ask him/her to come back to your store.
Examples of Suggestive Selling Items
Customer Purchase Items you could suggest
Coffee Cookies, donuts or breakfast
Sandwich
Milk Cookies
Cigarettes a lighter
12 or 18 pack beer a cooler, a bag of ice, or beer nuts.
Powerade Gatorade that may be on
Special
Gatorade PowerAde that may be on

Special
Lunch Sandwich a cold beverage.
Medicine a bottle of water
A Salad a bottle of water or milk
Bacon and Eggs Bread
Fruit Cup a bottle of water.
Groceries Complementary Groceries
Dessert a beverage.
NB.## Although the list does not cover all the items in the store your experience should guide you to the items customers normally purchase in combination. Suggestions should be positive and not negative.
Role Play
Teams of participants act customers and associates. Associates act as representatives taking customers orders, making suggestions, ringing up purchases and thanking customers. The participants who act as customers are asked to both accept and reject suggestive items.

Review Questions for Lesson (Service Quiz)
1. Is greeting the customer a very important aspect of customer service? Explain.
2. Should the associates do the majority of the talking in conversations with customers?
3. Should the customers be thanked for their business even if they do not purchase the suggestive selling item?

4. Which of Robb's 10 rules for selling are most important to you?
5. Is it important to know your customer's purchasing habits?
6. Is customer satisfaction important to you as an associate?
7. If a customer purchases a bottle of wine what would be your suggested item?
8. When do you think it is appropriate to make suggestions to the customer?

APPENDIX B
QUESTIONNAIRE FOR PARTICIPANTS
Appendix B
Title: Suggestive Selling
Purpose: To obtain the participants (associates0 opinions towards suggestive selling after the program was implemented.
Please circle the rating of your reaction to suggestive selling.
1= No; 2= somewhat; 3= Yes, definitely
1. Were the objectives of the session clear? 1. 2. 3
2. Were the instructional techniques helpful to your learning the material? 1. 2. 3
3. The session contributed to my knowledge of suggestive selling? 1. 2. 3
4. The implementation of the program helped me to improve my skills in Customer service. 1. 2. 3.
5. Suggestive selling is a good sales technique to know? 1. 2. 3
6. Suggestive selling increased the base purchase of many customers? 1. 2. 3
7. I enjoyed using the suggestive selling technique with customers. 1. 2. 3
8. There should be sales incentives for associates who use suggestive selling. 1. 2. 3
9. Would you recommend that suggestive selling be implemented in all the Convenience stores 1. 2. 3

APPENDIX C
INTERVIEW QUESTIONS FOR DISTRICT MANAGER
Appendix C
Title: Interview Questions for District Managers.
Purpose: To obtain the district managers' opinions towards suggestive selling after the program was implemented.
Questions:

1. Do you believe that suggestive selling is a good sales technique for all of your employees to know?
2. Do you agree that suggestive selling, if properly done, could improve your customer service and customer satisfaction?
3. Are the sales increases significant enough for you to implement suggestive selling in all of your stores?
4. What type of sales incentives would you give to associates if you implement suggestive selling in all stores?
5. Was the program useful to your organization?
6. How would you improve the program?
7. Did you observed any changes in behavior of the associates once they have participated in the program?
8. In your opinion were the associates who participated in the program better at their customer service than they were before?

APPENDIX D
CONSENT LETTER TO PARTICIPANTS
Appendix D
Purpose: Consent letter to participants.

Dear Sir/Madam,
I am currently a student at pursuing a Research Project. I am requesting your permission to be included in the participation of this project. All information and materials collected will be used only for the project.
Thank you for your cooperation.

Yours Sincerely,
………………………….
Earl A. Sealy

I consent/ do not consent to participating in the project.

Signature……………………………………

APPENDIX E: SALES OF STORE A AND PERCENTAGE SALES INCREASE PRIOR TO THE IMPLEMENTATION OF THE PROGRAM

Appendix E: The Sales of Store A and the Percentage sales increase for 8 weeks prior to the implementation of the program

Sales Data

Date	Sales 2008 Year to Date	Sales 2007 Last Year	% sales Increase
Week 1	$ 33,870	$ 32,215	0.51
Week 2	$34,150	$33,586	1.68
Week 3	$33,604	$32,745	2.62
Week 4	$33,875	$30,354	11.60
Week 5	$29,065	$28,675	1.36
Week 6	$29,645	$29,016	2.17

Week 7	$29,138 $28,945	6.67
Week 8	$28,412 $28,065	1.24

APPENDIX F: SALES OF STORE B AND PERCENTAGE SALES INCREASE PRIOR TO THE IMPLEMENTATION OF THE PROGRAM

Appendix F: Sales of Store B and percentage sales increases for 8 weeks prior to the Implementation of the program

Sales Data

_____

Date Sales 2008 Sales 2007 % Sales
Year to Date Last Year Increase

_____

Week 1 $47,721 $46,368 2.92
Week 2 $47,360 $45,190 4.80
Week 3 $48,442 $47,526 1.92
Week 4 $47,359 $43,509 8.84
Week 5 $45,312 $43,347 4.53
Week 6 $46,368 $45,160 2.67
Week 7 $45,912 $45,868 0.09.
Week 8 $43,657 $39,014 11.9 _____

APPENDIX G: SALES OF STORE C AND PERCENTAGE SALES INCREASE PRIOR TO THE IMPLEMENTATION OF THE PROGRAM
Appendix G: The Sales of Store C and percentage sales increase for 8 weeks prior to the implementation of the program.

Sales Data

_____

Date Sales 2008 Sales 2007 % Sales
 Year to Date Last Year Increase

_____

Week 1 $47,156 $46,912 0.52
Week 2 $46,894 $45,868 2.24
Week 3 $47,504 $47,095 0.87
Week 4 $47,058 $46,679 0.81
Week 5 $39,118 $40,286 (-2.90)
Week 6 $39,098 $40,954 (-4.53)
Week 7 $39,121 $41,216 (-5.08)
Week 8 $37,066 $38,687 (-4.19)

_____

APPENDIX H SALES OF STORE D AND PERCENTAGE SALES INCREASE PRIOR TO THE IMPLEMENTATION OF THE PROGRAM
Appendix H the Sales of Store D and percentage sales increase for 8 weeks prior to the implementation of the program.

Sales Data

_____

Date Sales 2008 Sales 2007 % Sales
Year to Date Last Year Increase

Week 1 $55,218 $46,986 17.51
Week 2 $54,796 $48,954 11.93
Week 3 $55,056 $51,963 5.95
Week 4 $55,791 $48,112 15.96
Week 5 $31,145 $32,261 (-3.46)
Week 6 $32,768 $32,698 (-0.61)
Week 7 $30,959 $31,961 (-3.14)
Week 8 $30,896 $31,847 (-2.70)

APPENDIX I: SALES OF STORE E AND PERCENTAGE SALES INCREASE PRIOR TO THE IMPLEMENTATION OF THE PROGRAM

Appendix I: The Sales of Store E and the percentage sales increase for 8 weeks prior to the implementation of the program.

Sales Data

Date	Sales 2008 Year to Date	Sales 2007 Last Year	% Sales Increase
Week 1	$52,096	$46,450	12.16
Week 2	$51,876	$47,616	8.95
Week 3	$51,386	$48,868	5.15
Week 4	$49,421	$42,817	15.40
Week 5	$33,186	$33,286	(-0.30)
Week 6	$34,056	$33,279	2.33
Week 7	$32,175	$34,069	(-5.56)
Week 8	$33,023	$32,468	1.71

APPENDIX J: SALES OF STORE F AND PERCENTAGE SALES INCREASE PRIOR TO THE IMPLEMENTATION OF THE PROGRAM

Appendix J: The Sales of Store F and the percentage sales increase for 8 weeks prior to the implementation of the program.

Sales Data

Date	Sales 2008 Year to Date	Sales 2007 Last Year	% Sales Increase
Week 1	$42,561	$41,184	3.34
Week 2	$41,984	$38,952	7.78
Week 3	$43,162	$36,005	19.88
Week 4	$41,660	$40,586	2.65
Week 5	$42,626	$41,986	1.52
Week 6	$43,181	$46,215	(-6.57)
Week 7	$43,687	$48,220	(-9.40)
Week 8	$40,925	$44,251	(-7.52)

APPENDIX K: SALES OF STORE G AND PERCENTAGE SALES INCREASE PRIOR TO THE IMPLEMENTATION OF THE PROGRAM

Appendix K: The Sales of Store G and percentage sales increase for 8 weeks prior to the implementation of the program.

Sales Data

Date	Sales 2008 Year to Date	Sales 2007 Last Year	% Sales Increase
Week 1	$43,968	$42,114	4.40
Week 2	$45,216	$43,068	4.99
Week 3	$44,726	$42,013	6.46
Week 4	$39,573	$38,673	2.33
Week 5	$35,289	$30,487	15.70
Week 6	$34,989	$31,541	10.93
Week 7	$35,199	$30,094	16.96
Week 8	$35,265	$30,680	14.95

APPENDIX L: SALES OF STORE H AND PERCENTAGE SALES INCREASE PRIOR TO THE IMPLEMENTATION OF THE PROGRAM

Appendix L: The Sales of Store H and the percentage sales increase for 8 weeks prior to the implementation of the program.

Sales Data

_____

Date Sales 2008 Sales 2007 % Sales
 Year to Date Last Year Increase
_____

Week 1 $54,605 $56,941 (-4.10)
Week 2 $56,112 $55,012 2.00
Week 3 $50,418 $55,872 (-9.76)
Week 4 $53,280 $52,222 2.03
Week 5 $40,067 $39,172 2.29
Week 6 $41,842 $38,176 9.60
Week 7 $39,990 $39,287 1.79
Week 8 $37,700 $36,072 4.51

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APPENDIX M: SALES OF STORE I AND THE PERCENTAGE SALES INCREASE PRIOR TO THE IMPLEMENTATION OF THE PROGRAM
Appendix M: The Sales of Store I and percentage sales increase for 8 weeks prior to the implementation of the program.

Sales Data

_____

Date Sales 2008 Sales 2007 % Sales
 Year to Date Last Year Increase
_____

Week 1 $55,082 $54,682 0.73
Week 2 $54,196 $53,585 1.14
Week 3 $54,877 $53,060 3.42
Week 4 $53,874 $53,001 1.65
Week 5 $38,542 $37,106 3.87
Week 6 $37,126 $33,195 11.84
Week 7 $37,084 $36,882 0.55
Week 8 $35,740 $33,240 7.52

APPENDIX N SALES OF STORE J AND PERCENTAGE SALES INCREASE PRIOR TO THE IMPLEMENTATION OF THE PROGRAM
Appendix N: The Sales of Store J and the percentage sales increase prior to implementing the program.

Sales Data

_____

Date Sales 2008 Sales 2007 % Sales
 Year to Date Last Year Increase
_____

Week 1 $48,159 $46,247 4.13
Week 2 $47,277 $41,608 13.62
Week 3 $46,981 $40,688 15.47
Week 4 $46,217 $41,264 12.00
Week 5 $41,102 $38,128 7.80
Week 6 $42,006 $36,989 13.56
Week 7 $41,802 $39,412 6.06
Week 8 $39,497 $38,175 3.46

APPENDIX O: THE MEAN PERCENTAGE SALES INCRESES FOR THE TEN TARGETED STORES BEFORE IMPLEMENTATION OF THE PROGRAM
Appendix O: The Mean Percentage Sales Increases (Pre-scores) for 8 weeks
Before the implementation of the program

Data Analysis

_____

Store Mean Percentage Sales increase (Pre-Scores)

_____

A 3.48

B 4.70

C (-1.53)

D 5.18

E 4.98

F 1.46

G 9.59

H 1.05

I 3.84

J 9.51

_____

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