

-SQA- SCOTTISH QUALIFICATIONS AUTHORITY

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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- 5120501 **-Session-** 1991-92
-Superclass- BF

-Title- PARTS MERCHANDISING BY TELEPHONE (X 1/2)

-DESCRIPTION-

Purpose This module is designed to develop the necessary knowledge and skills required to perform the telephone techniques used within a motor vehicle parts department.

It is aimed at those intending to pursue a career in parts merchandising using the telephone for the sale, locating and marketing of vehicle parts.

Preferred Entry Level No formal entry requirements.

Outcomes The student should:

1. explain the purpose of the telephone system within each department of a dealership;
2. use telephone answering techniques for a variety of telephone enquiries;
3. initiate telephone calls to customers and local suppliers.

Assessment Procedures Acceptable performance in this module will be satisfactory achievement of all the Performance Criteria specified for each Outcome.

The following abbreviations are used below:

PC Performance Criteria
IA Instrument of Assessment

Note: The Outcomes and PCs are mandatory and cannot be altered. The IA may be altered by arrangement with SQA. (Where a range of performance is indicated, this should be regarded as an extension of the PCs and is therefore mandatory.)

OUTCOME 1 EXPLAIN THE PURPOSE OF THE TELEPHONE SYSTEM WITHIN EACH DEPARTMENT OF A DEALERSHIP

- PCs
- (a) The explanation of the purposes of a telephone system within a parts department is comprehensive in terms of:
 - (i) accessibility;
 - (ii) cost effectiveness;
 - (iii) securing sales;
 - (iv) quality of service to the customer.

 - (b) The explanation of the purpose of a telephone system in a dealership is comprehensive in terms of:
 - (i) accessibility;
 - (ii) cost effectiveness;
 - (iii) quality of service to the customer.

IA Objective Test

The student will be presented with an objective test to test the recall of knowledge relating to the purpose of the telephone system.

The objective test could take the form of multiple choice or short answer questions.

The test will consist of 5 questions corresponding to the Performance Criteria and allocated as follows:

- (a) 3 questions
- (b) 2 questions

Satisfactory achievement of the Outcome will be based on all Performance Criteria being met. This will be demonstrated by the student producing 4 correct responses in total from (a) and (b) above:

OUTCOME 2 USE TELEPHONE ANSWERING TECHNIQUES FOR A VARIETY OF TELEPHONE ENQUIRIES

- PCs
- (a) Answering techniques used are businesslike, courteous and pleasant.
 - (b) The questioning of a caller is relevant to the nature of the call in order to extract further information.
 - (c) The completion of follow-up procedures related to a call is appropriate to the nature of the call and follows recognised industry practice.
 - (d) The operation of two calls concurrently ensures that both callers receive businesslike service, are kept informed and neither is kept waiting for an inordinate length of time.

IA Role Play

The student will be presented with a role play exercise in which he/she should assume the role of a parts person. The exercise will test the application of knowledge and skills relating to telephone answering techniques.

The role play should include the following:

- (1) answering a parts telephone enquiry;
- (2) extracting and noting relevant details and completing follow-up procedures;
- (3) handling two telephone enquires at the same time.

Satisfactory achievement of the Outcome will be based on all Performance Criteria being met.

OUTCOME 3 INITIATE TELEPHONE CALLS TO CUSTOMERS AND LOCAL SUPPLIERS

PCs

- (a) The use of the telephone to market a product ensures that the customer receives accurate information and the call is not unnecessarily prolonged.
- (b) The use of the telephone to order parts from a supplier ensures that part specifications are relayed accurately and relevant information is elicited.
- (c) Procedures followed as a result of calls initiated are appropriate to the nature of the call and conform to recognised industry practice.

IA Role Play

The student will be presented with a role play exercise in which he/she should assume the role of a parts person. The exercise will test the application of knowledge and skills relating to parts location, delivery and marketing techniques.

The exercise should include the following:

- (1) using the telephone to market a product;
- (2) using the telephone to order parts from a supplier;
- (3) follow-up procedures as a result of calls initiated.

Satisfactory achievement of the Outcome will be based on all Performance Criteria being met.

**The following sections of the descriptor are offered as guidance.
They are not mandatory.**

CONTENT/CONTEXT

This module should be taught in the context most suitable to the student's particular needs.

It is intended to give students an understanding of the parts department operation and the importance of the telephone service to the department profitability.

Corresponding to Outcomes 1-3:

1. Purpose of the telephone within a parts department. Types of customer relying mainly on telephone contact. Peak time use/cost effectiveness. Importance of customers to the company. Role of the telephone in securing sales. Basic telephone techniques. Use of directories, regional, local and yellow pages. S.T.D. procedures. Answering machines.
 2. Telephone answering techniques: speed, opening greeting, voice projection, methods of extracting relevant information, hold procedures, bad practices. Dealing with different personality types: aggressive, quiet, inarticulate, language difficulties. Handling and second enquiry. Techniques used for related sales. Legal implications of verbal price quotations, misleading or inaccurate information and verbal promises.
 3. Tele-sales techniques: calling customers for business, the importance of not "pestering" the customer, following up previous enquiries. Vehicle off Road (VOR) orders. Procedures for parts location from local sources and from the factory. International call procedures. Use of voice response telephones.
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SUGGESTED LEARNING AND TEACHING APPROACHES

It is recommended that the learning and teaching should take place within a simulated parts department tele-sales environment where the students can interact during role play exercises using student devised scripts for each situation. A suitable checklist should be used to record the student performance during role play. The use of a video camera and player could be an advantage for review purposes.

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