**LEARNER GUIDE**

**Describe features, advantages and benefits of products and services**

Unit Standard 252196

Level 4 Credits 4

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# PERSONAL INFORMATION

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| **NAME** |  |
| **CONTACT ADDRESS** |  |
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| **Code** |  |
| **Telephone (H)** |  |
| **Telephone (W)** |  |
| **Cellular** |  |
| **Learner Number** |  |
| **Identity Number** |  |
|  |
| **EMPLOYER** |  |
| **EMPLOYER CONTACT ADDRESS** |  |
|  |
| **Code** |  |
| **Supervisor Name** |  |
| **Supervisor Contact Address** |  |
|  |
| **Code** |  |
| **Telephone (H)** |  |
| **Telephone (W)** |  |
| **Cellular** |  |

INTRODUCTION

#### Welcome to the learning programme

Follow along in the guide as the training practitioner takes you through the material. Make notes and sketches that will help you to understand and remember what you have learnt. Take notes and share information with your colleagues. Important and relevant information and skills are transferred by sharing!



This learning programme is divided into sections. Each section is preceded by a description of the required outcomes and assessment criteria as contained in the unit standards specified by the South African Qualifications Authority. These descriptions will define what you have to know and be able to do in order to be awarded the credits attached to this learning programme. These credits are regarded as building blocks towards achieving a National Qualification upon successful assessment and can never be taken away from you!

Structure

### Programme methodology



The programme methodology includes facilitator presentations, readings, individual activities, group discussions and skill application exercises.

Know what you want to get out of the programme from the beginning and start applying your new skills immediately. Participate as much as possible so that the learning will be interactive and stimulating.

The following principles were applied in designing the course:

* Because the course is designed to maximise interactive learning, you are encouraged and required to participate fully during the group exercises
* As a learner you will be presented with numerous problems and will be required to fully apply your mind to finding solutions to problems before being presented with the course presenter’s solutions to the problems
* Through participation and interaction the learners can learn as much from each other as they do from the course presenter
* Although learners attending the course may have varied degrees of experience in the subject matter, the course is designed to ensure that all delegates complete the course with the same level of understanding
* Because reflection forms an important component of adult learning, some learning resources will be followed by a self-assessment which is designed so that the learner will reflect on the material just completed.

This approach to course construction will ensure that learners first apply their minds to finding solutions to problems before the answers are provided, which will then maximise the learning process which is further strengthened by reflecting on the material covered by means of the self-assessments.

#### Different role players in delivery process

* Learner
* Facilitator
* Assessor
* Moderator

### What Learning Material you should have

This learning material has also been designed to provide the learner with a comprehensive reference guide.

It is important that you take responsibility for your own learning process; this includes taking care of your learner material. You should at all times have the following material with you:

|  |  |
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| **Learner Guide** | **This learner guide is your valuable possession:**This is your textbook and reference material, which provides you with all the information you will require to meet the exit level outcomes. During contact sessions, your facilitator will use this guide and will facilitate the learning process. During contact sessions a variety of activities will assist you to gain knowledge and skills. Follow along in the guide as the training practitioner takes you through the material. Make notes and sketches that will help you to understand and remember what you have learnt. Take and share information with your colleagues. Important and relevant information and skills are transferred by sharing!This learning programme is divided into sections. Each section is preceded by a description of the required outcomes and assessment criteria as contained in the unit standards specified by the South African Qualifications Authority. These descriptions will define what you have to know and be able to do in order to be awarded the credits attached to this learning programme. These credits are regarded as building blocks towards achieving a National Qualification upon successful assessment and can never be taken away from you! |
| **Formative Assessment Workbook** | The Formative Assessment Workbook supports the Learner Guide and assists you in applying what you have learnt. The formative assessment workbook contains classroom activities that you have to complete in the classroom, during contact sessions either in groups or individually.You are required to complete all activities in the Formative Assessment Workbook. The facilitator will assist, lead and coach you through the process.These activities ensure that you understand the content of the material and that you get an opportunity to test your understanding.  |

### Different types of activities you can expect

To accommodate your learning preferences, a variety of different types of activities are included in the formative and summative assessments. They will assist you to achieve the outcomes (correct results) and should guide you through the learning process, making learning a positive and pleasant experience.



The table below provides you with more information related to the types of activities.

| **Types of Activities** | **Description** | **Purpose** |
| --- | --- | --- |
| **Knowledge Activities** | You are required to complete these activities on your own.  | These activities normally test your understanding and ability to apply the information. |
| **Skills Application Activities** | You need to complete these activities in the workplace  | These activities require you to apply the knowledge and skills gained in the workplace |
| **Natural Occurring Evidence** | You need to collect information and samples of documents from the workplace. | These activities ensure you get the opportunity to learn from experts in the industry.Collecting examples demonstrates how to implement knowledge and skills in a practical way |

### Learner Administration



#### Attendance Register

You are required to sign the Attendance Register every day you attend training sessions facilitated by a facilitator.

#### Programme Evaluation Form

On completion you will be supplied with a “Learning programme Evaluation Form”. You are required to evaluate your experience in attending the programme.

Please complete the form at the end of the programme, as this will assist us in improving our service and programme material. Your assistance is highly appreciated.

### Assessments

The only way to establish whether a learner is competent and has accomplished the specific outcomes is through the assessment process. Assessment involves collecting and interpreting evidence about the learners’ ability to perform a task.

To qualify and receive credits towards your qualification, a registered Assessor will conduct an evaluation and assessment of your portfolio of evidence and competency.

This programme has been aligned to registered unit standards. You will be assessed against the outcomes as stipulated in the unit standard by completing assessments and by compiling a portfolio of evidence that provides proof of your ability to apply the learning to your work situation.



**How will Assessments commence?**

#### Formative Assessments

The assessment process is easy to follow. You will be guided by the Facilitator. Your responsibility is to complete all the activities in the Formative Assessment Workbook and submit it to your facilitator.

#### Summative Assessments

You will be required to complete a series of summative assessments. The Summative Assessment Guide will assist you in identifying the evidence required for final assessment purposes. You will be required to complete these activities on your own time, using real life projects in your workplace or business environment in preparing evidence for your Portfolio of Evidence. Your Facilitator will provide more details in this regard.

To qualify and receive credits towards your qualification, a registered Assessor will conduct an evaluation and assessment of your portfolio of evidence and competency.

### Learner Support

The responsibility of learning rests with you, so be proactive and ask questions and seek assistance and help from your facilitator, if required.



Please remember that this Skills Programme is based on outcomes based education principles which implies the following:

* You are responsible for your own learning – make sure you manage your study, research and workplace time effectively.
* Learning activities are learner driven – make sure you use the Learner Guide and Formative Assessment Workbook in the manner intended, and are familiar with the workplace requirements.
* The Facilitator is there to reasonably assist you during contact, practical and workplace time for this programme – make sure that you have his/her contact details.
* You are responsible for the safekeeping of your completed Formative Assessment Workbook and Workplace Guide
* If you need assistance please contact your facilitator who will gladly assist you.
* If you have any special needs please inform the facilitator

### Learner Expectations

Please prepare the following information. You will then be asked to introduce yourself to the instructor as well as your fellow learners



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| Your name:  |
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| The organisation you represent:  |
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| Your position in organisation:  |
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| What do you hope to achieve by attending this course / what are your course expectations? |
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# UNIT STANDARD 252196

#### Unit Standard Title

Describe features, advantages and benefits of products and services

#### NQF Level

4

#### Credits

4

#### Purpose

The person credited with this unit standard will be able to demonstrate an understanding of features, advantages and benefits and identify these criteria with other products and services. They will also be able to record these criteria and communicate it to customers.

The qualifying learner is capable of:

* Demonstrating an understanding of features, advantages and benefits (FABs).
* Identifying FABs of different products and services.
* Recording FABs.
* Communicating FABs to prospects and customers.

#### Learning Assumed To Be In Place And Recognition Of Prior Learning

Learners accessing this unit standard will have demonstrated competence in:

* Communication at NQF Level 3 or equivalent.
* Mathematical Literacy at NQF Level 3 or equivalent.

#### Unit Standard Range

* Marketing including all forms of marketing communications, direct marketing and relationship marketing, sponsorship, event marketing, sales promotions, public relations and alternative strategies.
* Standard applies to marketing management, customer management, marketing communications and marketing research.

#### Specific Outcomes and Assessment Criteria:

**Specific Outcome 1**

Demonstrate an understanding of feature, advantages and benefits (FABs).

**Assessment Criteria**

* FABs are defined and compared in terms of the description of different aspects of a product or service.
* The importance of identifying FABs is explained in relation to the process improves in marketing and selling activities.
* The importance of establishing the correct technical facts about products is explained in terms of both legal requirements and customer relationship building.

**Specific Outcome 2**

Identify FABs of different products and services.

**Assessment Criteria**

* Product and service features are identified and analysed.
* Benefits of products and services are derived from each feature and its advantage/s.
* Experts are consulted where the understanding of complex technical features require additional expertise and knowledge.
* Advantages of products and services are derived from each identified feature.

**Specific Outcome 3**

Record FABs.

**Assessment Criteria**

* The importance of recording FABs is explained in terms of future use.
* FABs are recorded electronically or manually according to organisational requirements.

**Specific Outcome 4**

Communicate FABs to prospects and customers.

**Assessment Criteria**

* Use FABs as a method of identifying likely target markets by matching product and service benefits with corresponding consumer needs.
* Develop a compelling "pitch" by integrating FABs into a structured sales argument.
* Communicate FABs persuasively either verbally or in writing to relevant prospects or customers by appealing to the needs identified.

#### Unit Standard Accreditation And Moderation Options

* An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA.
* Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA.
* Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA.
* Moderation of assessment will be conducted by the relevant ETQA at its discretion.

#### Unit Standard Essential Embedded Knowledge

* An understanding of sources for obtaining product features, advantages and benefits.
* A comprehensive understanding of methods and techniques for describing features, advantages and benefits.
* A broad understanding of communication processes for existing and potential sales clients.

#### Critical Cross-field Outcomes (CCFO):

**Unit Standard CCFO Identifying**

Identify and solve problems pertaining to the communication of products, features, advantages and benefits.

**Unit Standard CCFO Collecting**

Collect, evaluate, organise and critically evaluate information to enable the determination and identification of features, advantages and benefits.

**Unit Standard CCFO Communicating**

Communicate effectively when presenting features, advantages and benefits so that sales clients needs are met.

**Unit Standard CCFO Science**

Use science and technology when sourcing, describing and presenting product features, advantages and benefits.

**Unit Standard CCFO Contributing**

Contribute to the full personal development of each learner and the social economic development of society at large, by making it the underlying intention of any learning programme to make the individual aware of the importance of knowing the features, advantages and benefits of a range of products.

# DEMONSTRATE AN UNDERSTANDING OF FEATURE, ADVANTAGES AND BENEFITS (FABs)

#### ***Specific Outcome 1***

Demonstrate an understanding of feature, advantages and benefits (FABs).

#### ***Assessment Criteria***

* FABs are defined and compared in terms of the description of different aspects of a product or service.
* The importance of identifying FABs is explained in relation to the process improves in marketing and selling activities.
* The importance of establishing the correct technical facts about products is explained in terms of both legal requirements and customer relationship building.

#### ***Specific Outcome 2***

Identify FABs of different products and services.

#### ***Assessment Criteria***

* Product and service features are identified and analysed.
* Benefits of products and services are derived from each feature and its advantage/s.
* Experts are consulted where the understanding of complex technical features require additional expertise and knowledge.
* Advantages of products and services are derived from each identified feature.

#### ***Specific Outcome 3***

Record FABs.

#### ***Assessment Criteria***

* The importance of recording FABs is explained in terms of future use.
* FABs are recorded electronically or manually according to organisational requirements.

## What Are FAB’s?

FAB is an acronym for Features, Advantages and benefits. These three criterions is what most consumers utilise to weigh the differences between products and services up against one another, in order to make an informed decision before deciding on which to purchase.

Have you ever been confronted by a situation where you are required to make a decision between two or more things, of similar nature, which you would like to purchase? Well, then you have unconsciously practised the FAB method!

Similarly with buying a car, you know there are two or three models that you can afford (although there are thousands that you want!), and by being realistic, you will need to measure the options up against one another. Certain products are easy to measure up against one another by making use of FAB’s, and other items may be more time consuming.

It is usually the larger, more expensive items, which require additional exploration of the FAB method before making decisions. Let’s take a look at the three components of FAB before we measure two products up against each other, using this method.

FAB, as stated earlier, is an acronym for:

**Features -** A feature is a distinct property or piece, which may refer to aspects of a product, which is useful to the potential user of these products.

**Advantages** – these are measureable features which products have in common, but the one product has the lead between the products due to it being more “advanced”.

**Benefits** – each product being sold has its own benefits to the user due to the fact that it is unique to the other products.

Now let’s measure two products against one another:

Prudence wants to buy a new car. Her husband, Peter, already has a car which is large enough to drive the whole family. Prudence’s requirements for her car are to simply take her to work and back, as well as to go to the store on the way back from work.

Currently Prudence is relying on a bus service to get to work and back and has to make a journey to the store after her husband gets home in the afternoon. Now read through the advertisement below and then complete the exercise on the following page:



Knowing Prudence’s requirements, you are required to assist her in her decision making for her new car. There are also personal benefits which can be added to the list, which the car manufacturers do not mention, as these are unique to the users of the vehicles, with their specific needs, requirements and usages.

This will be done in three sections:

1. Make use of the FAB method and circle each Feature, Advantage and Benefit which the two cars have, marking the circle with either an “F”, “A” or “B”.

It will assist you if you use a different colour pen for each of the items. Once that has been done, you need to identify which one of the vehicles will be most suitable for Prudence and explain your reasons for saying so.

1. Explain how each of the Features, Advantages and Benefits will be suitable to Prudence’s needs and how your choice of car is more advantageous than the other car.
2. Brainstorm alternative FAB’s which are not mentioned in the brochures for the vehicles, but which could be of advantage to Prudence. Then list them to strengthen your point in making a decision of which car will suit Prudence more.

Make use of the column on the opposite side to complete your answer.

**Part 1** – Complete on the previous page

**Part 2** – Explain the FAB’s

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| **FAB’s** | **Car 1 (GTA)** | **Car 2 (MLT)** |
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**Part 3** – Identify alternative FAB’s specific to Prudence’s situation.

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| --- | --- | --- |
| **Alternative****FAB’s** | **Car 1 (GTA)** | **Car 2 (MLT)** |
| Benefit |  | Car-pooling to assist in fuel costs. |
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### Importance of FAB’s in Marketing and Selling activities

As seen from the exercise you have done, the identification of FAB’s is a very important part of the marketing and selling tools for products and services to prospective clients.

Knowing what the FAB’s are of products enables the marketing department to target certain market segments which will find benefits in the specific products. There will be minimal response in marketing men’s hiking boots in a woman’s fashion magazine.

Understanding the products also assists the marketing department to develop advertisements for the products, which will identify and remind the specific market segment of the FAB’s that the product may have to them specifically.



Once the marketing department has identified the added FAB’s per product, and they have created their marketing campaign, the Sales department needs to take the helms from there and continue the drive of the product be identifying potential customers in the field of the related product/s.

Many sales departments have predefined customer basis which they identify per product. These areas are vast, but include areas such as defined geographical areas, specific timeframes for sales as well as specific age groups which will be relevant to the products they are selling.

While the marketing department may be doing an excellent job in marketing the new Study Loan concept which the ABC Bank has launched, all their hard work will be in vain if the Sales Department targets a market of age 50+. They should rather focus their efforts on the secondary and tertiary educational institutes as well as the age group of 17-25 in the media (i.e. television time, magazines and radio commercials).

FAB’s are not only useful to the consumer, but extremely useful to the marketer and sales people as they have to identify and make the link between the current trends in the market and the products they are selling and marketing.

This link, is the way in which the consumers are reminded that they “actually need” the products which are offered, buy explaining the use and relevance thereof to them, in their own language and culture.

### Correctness in factual representation

During the marketing and sales process, data and information specific to the product or service is gathered from the manufacturer (product) or deliverer (service). This representation of facts, figures and information ***must be*** true and correct as advertised or stipulated.

In the event of the marketing department making use of facts or figures which is misrepresented in their products, there can be very serious consequences to the marketing company or department, as well as the product manufacturer or service delivery organisation.

As with anything else in life, there are certain limitations which the consumer accepts and understands; similarly, the marketing department will exploit such limitations, to an extent where they are allowed to.

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|  | http://marketingtowomenonline.typepad.com/.a/6a00d83451e86969e201310fb188ae970c-320wi |

Advertisements such as these seen are specific to genders, yet they push the boundaries of what is socially acceptable. They are aimed specific at certain genders and evoke a feeling of belonging and personalising to the target market, which finds it not only funny, but they make reference to the products.

Such usage of information is allowed as it is seen as part of the campaign in the marketing process. The entire marketing process cannot be focussed on the lighter side of the product, its’ users or the information supplied. There must be hard facts which enable the consumer the opportunity to measure this specific product against others.

Car manufacturers may mention specific figures with regards to the fuel consumption, power output and engine capacity of their vehicles; clothing manufacturers may mention the raw materials used to manufacture their products.

This mention of facts must however, be true and correct in accordance with the specifics of the product. You cannot sell shirts advertised as pure cotton, when they are manufactured from a blend of synthetics and cotton. Nor can you sell as car stipulating that it delivers 300kW of power, when it is only capable of 150 kW.

Offering a service to potential customers, stating that your services includes free travelling, you may get a customer which requires your services 300 kilometres away. In this case, you are not allowed to charge the customer for travelling expenses, as your service states “Free Travelling”.

Read through the following article which was recently published in the New York Times:

***Local Lays***

Today's *New York Times* **reports** on major food conglomerates **co-opting** the term "**locavore**" for their own nefarious purposes. As Michael Pollan (*In Defence of Food, The Omnivore's Dilemma*) says in the article, "The ingenuity of the food manufacturers and marketers **never ceases to amaze me**. … They can turn any critique into a new way to sell food. You’ve got to hand it to them."

Steve Singleton, who farms 800 acres in of potatoes in Hastings, Fla., is in a series of ads for Lays touting them as **part of the eat-local movement**.

"We grow potatoes in Florida, and Lays makes potato chips in Florida," he says in the ad. "It’s a pretty good fit."

As distasteful (ha) as that may be to stalwart slow-foodies, it's **not a lie**. If the potatoes are grown here, processed here and eaten here, then that makes them just as **locavore** as the cucumber salsa at Dandelion Communitea Café (**possibly more so**, depending on where those cucumbers came from).

Point being: Just like locavore, vegan **doesn't automatically equal healthy**.

The story goes on to quote Dave Skena, **vice president for potato-chip marketing** (what an awesome title) of Frito-Lay, backing off a bit thusly: “This is celebrating the notion of community. … We don’t use the term ‘locally grown’ because that’s a personal issue for so many people.”

Here the onus is on the fact whether the potatoes used to produce the chips are locally grown or not. Whether they are, or not, does not really change anything, the consumers still get exactly what they have purchased; the chips, the correct amount (in weight) as advertised as well as the flavour they have chosen.

But when the advertisements says that you get 200g for R5-99 and you go to your local store, expecting to pay R5-99, you will not be pleased to find that the prices are R9-99. This will be deemed false advertising and can/will have serious consequences to the owner of the product as well as the marketing company.

Maintaining a truthful relationship with your client base is of utmost importance to instil a level of trust that your consumers have in your products; if this trust is broken, you will find that your sales will plummet and that your products are not so popular because of misrepresentation by the marketing company or the producers themselves. No matter on whose shoulders the blame falls, the product range will suffer the consequences as it will not be used by the regular consumer pool it has created.

Building relationships in the segment of marketing is of vital importance to ensure the return business of known consumers of the products to ensure the longevity of the product, its manufacturer as well as the marketing company, if used outside the producers’ doors.

Once the consumers are comfortable with your product, you will find that they return gladly when newer, updated versions are released, simply because they know and trust your products.

The world of marketing is a tricky thing. Most companies need to get the word out about their new product or service, but finding the best way to do it is often easier said than done when you want to be memorable, informative and entertaining all at the same time.

Sometimes you win, sometimes you lose. Lose so very badly.

Here are some examples of poorly conceived marketing campaigns that left the companies behind them with pie on their face.

#### The Campaign: Panasonic Woody

**The Plan:** Market a new touch screen PC with Woody Woodpecker as a spokesman

**The Story:** Back in the 90’s, Panasonic was all about making the Japanese home PC the awesome thing it could be. User friendly, cool and down with the modern age.



So naturally they got Woody Woodpecker to be the spokesman because 200 year old American cartoons really speak to Japanese consumers. With their Civil War era cartoon tie-in secured, the marketing team took the next logical step by naming the computer “The Woody.”

The Woody, as you might expect, was superior to other computers because of its touch screen capabilities, which were naturally called “Touch Woody.”

When an American finally explained why this made so many foreigners laugh like children, Panasonic managed to drop the “Touch Woody” name and shift focus to some of the PC’s other features including its support system, the much more maturely named “Internet Pecker.”

#### The Campaign: Renault 14

**The Plan:** Market the Renault by drawing on its similarities to pears, since they’re kind of the same shape

**The Story:** Deciding that likening an ugly car to an ugly fruit was a good idea, French automaker Renault tried to launch a campaign that compared the Renault 14 to a pear.



The fact that “poire,” in French, can mean both pear and gullible was apparently lost completely on the manufacturers, as was the fact that no one really wants a car that looks like a pear.

Basically meaning it’s a short, fat ass automobile and is the vehicular equivalent of taking a ride on that little psychic lady from the Poltergeist movies.

On top of this, the car had an issue with body corrosion, leading people to start calling it “the rotten pear,”

#### The Campaign: Sony PSP

**The Plan:** Tap into the online youth market by trying to create a viral, amateur-feel campaign

**The Story:** Sony, generally considered by many to be pretty reliable and cutting edge when it comes to cool home electronics, decided to put the marketing of their PSP system in the hands of complete and total imbeciles.

Treading into the dangerous waters of viral marketing, the ad agency made a terrible, terrible video of some dude rapping about how he wanted a PSP for Christmas and posted it on Youtube along with links to a website. They also added fake comments on Youtube; including slang filled conversations like this one put them over the edge:

***“***here’s the deal; i (charlie) have a psp. my friend jeremy does not. but he wants one this year for xmas. So we started clowning with sum not-so-subtle hints to j’s parents that a psp would be the perfect gift. we created this site to spread the luv to those like j who want a psp!***”***

Wow, look at all that bad grammar, this must be legit and awesome. Let’s all get PSPs. Never once was it mentioned that Sony was behind this at all and everything was presented as being strictly fan made. The campaign was torn apart viciously and exposed over, and managed to create near unheard of hatred amongst Sony’s target audience.

### Identify and Analyse Product Features and Services

Mentioned previously, the identification of product features and services are vital components in the marketing process.

These assist not only with the identification of the target market, but also with the method of advertising in which the product will be explained to the public and its’ intended consumers.

By understanding them, you are able to convince the intended consumers that they will be able to satisfy their needs when using this product.

Let’s analyse a laptop computer together, starting with the product **features**, you will be given an example, and you need to add at least three more criteria in the spaces allocated:

* It’s totally mobile and can be used anywhere in the world. With the built-in 3G (cellular network enabled) ability to connect to the internet, you are able to access your information from anywhere in the world.

You always have all you information with you, at the touch of a button.

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Now let’s take a look at the **benefits** of this product:

* Because the product is totally wireless and mobile, you are able to work while you are travelling as well as be in communication and in reach without being reliant on other organisations telecommunications systems. .

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Can you see how the one part of the product feature builds on the benefits thereof? In the next section, you will be introduced to the advantages of the product, as identified in the above criteria:

What are the **advantages** of using a laptop?

* Specifically (as an example) focussing on students, laptops can be used while they are in class to take notes electronically, they are able to stay in communication with their families as well as manage their learning facilities, cutting down on the cost or paper-based writing for assignments etc.

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When compiling such data in the interest of winning customers, you need to be certain of the specific information which you are making available to your market.

Such endeavours warrants the use of subject matter experts in the specific field to ensure that when the data is compiled, it is true and correct as well as portrayed in a manner where the consumers are not misled to believe facts, which are actually different from what is mentioned.

For instance, when mentioning that the laptop is usable world-wide, you need to be certain the bandwidth of the cellular device will be able to connect to those as used in other parts of the world.

## Recording FAB’s

When recording the FAB’s for the specific laptop, let’s call it model CSR 451 for instance, you are taking note of the current specifications which the model has.

When you are asked, for instance, by a consumer, what the differences between this model and another model are, you will be able to mention the current specifications and then draw conclusions between them and the other model, enabling you to give true and correct answers.

More so, it will ensure that you are kept up to date with the latest trends and abilities in the market place, enabling you to safely compare between various products available, and highlighting the benefits of the current model to the consumers.

Recording of such information is usually accepted to be done in an electronic manner to ensure that it is available to all the parties in the marketing department for future use.

# COMMUNICATING FABs TO PROSPECTS AND CUSTOMERS

#### ***Specific Outcome 4***

Communicate FABs to prospects and customers.

#### ***Assessment Criteria***

* Use FABs as a method of identifying likely target markets by matching product and service benefits with corresponding consumer needs.
* Develop a compelling "pitch" by integrating FABs into a structured sales argument.
* Communicate FABs persuasively either verbally or in writing to relevant prospects or customers by appealing to the needs identified.

## Matching The Needs Of Consumers To The Service Benefits Of Products

The communication of FAB’s to prospective buyers is the main aim of the marketing department. They have to come up with new, expressive, inventive, sleek and funny ways to sell products to their target market, by means of communication.

This communication must be relevant to the market itself and has to be in line with the current trends within the market segment.

The language used in the campaign also has to be on the level of the intended market. For instance, if you are marketing the new toy palace for age groups 3-7, then you will be making use of language relevant to them, but with a caption stating that it is safe for their ages, which will enhance the parents’ interest in the product as well.

Marketing a new investment product to over 30’s, your use of language will be much more advanced and you may even make use of current market situations which is in occurrence in the world.

Let’s take a look at some tricks if the trade, focussing on marketing aimed at the teenage group:

Advertisers have many methods to try and get you to buy their products. Lots of times, what they are selling is a lifestyle, or an image, rather than the product. Here are some tricks of the trade.

**Ideal Kids (or families)** - always seem perfect. The kids are really hip looking, with the hottest fashions, haircuts and toys. Ideal families are all attractive and pleasant looking and everyone seems to get along! Ideal kids and families represent the types of people that kids watching the ad would like themselves or their families to be.

**Family Fun** - a product is shown as something that brings families together, or helps them have fun together; all it takes is for Mum or Dad to bring home the "right" food, and a ho-hum dinner turns into a family party.

**Excitement** - who could ever have imagined that food could be so much fun? One bite of a snack food and you're surfing in Jeffrey’s Bay, or soaring on your skateboard!

**Star Power** - your favourite sports star or celebrity is telling you that their product is the best! Kids listen, not realizing that the star is being paid to promote the product.

**Bandwagon** - join the crowd! Don't be left out! Everyone is buying the latest snack food: aren't you?

**Scale** - is when advertisers make a product look bigger or smaller than it actually is.

**Put Downs** - when you put down your competition's product to make your own product seem better.

**Facts and Figures** - when you use facts and statistics to enhance your product's credibility.

**Repetition** - advertisers hope that if you see a product, or hear its name over and over again, you will be more likely to buy it. Sometimes the same commercial will be repeated over and over again.

**Sounds Good** - music and other sound effects add to the excitement of commercials, especially commercials aimed at kids. Those little jingles that you just can't get out of your head are another type of music used to make you think of a product. Have you ever noticed that the volume of commercials is higher than the sound for the program that follows?

**Cartoon Characters** - Tony the Tiger sells cereal and the Nestlés Quick Bunny sells chocolate milk. Cartoons like these make kids identify with products.

**Weasel Words** - by law, advertisers have to tell the truth, but sometimes, they use words that can mislead viewers. Look for words in commercials like: "Part of..." "The taste of real....." "Natural...." "New, better tasting....." "Because we care..." There are hundreds of these deceptive phrases -- how many more can you think of?

**Omission** - where advertisers don't give you the full story about their product. For example, when a Pop Tart claims to be "part" of a healthy breakfast, it doesn't mention that the breakfast might still be healthy whether this product is there or not.

**Are You Cool Enough?** - This is when advertisers try to convince you that if you don't use their products, you are a nerd. Usually advertisers do this by showing people who look uncool trying a product and then suddenly become hip looking and do cool things.