

Solution Manual for ABCs of Relationship Selling through Service 12th Edition Futrell 1259097374 9780078028939

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Solutions Manual for ABC's of Relationship Selling through Service 12th edition by Charles M. Futrell

CHAPTER 1

The Life, Times and Career of the Professional Salesperson

LECTURE OUTLINE

- I. WHAT IS THE PURPOSE OF BUSINESS?
 - A. To increase the general well-being of humankind through the sale of goods and services. This requires making a profit.
 - B. Business have two major functions:
 1. *production* of goods and services
 2. *marketing* those goods and services
 - C. The **marketing concept** says that the firm should be devoted to determining and satisfying a customer's wants while still making a profit.
- II. ESSENTIALS OF A FIRM'S MARKETING EFFORT
 - A. The essentials of a firm's marketing effort include their abilities to:
 1. determine their customer's needs
 2. create and maintain an effective marketing mix
 - B. The **marketing mix** consists of four main elements:
 1. Product
 - a. **Product** refers to both goods and services
 - a. A **good** is a physical object that can be purchased
 - b. A **service** is an action or activity done for others for a fee
 - c. A **product** is a bundle of tangible and intangible attributes, including packaging, color, and brand, plus the services and even the reputation of the seller.
 2. Price
 - a. **Price** refers to the value or worth of a product
 3. Distribution

- a. **Distribution** refers to the channel structure used to transfer products from an organization to its customers.
4. Promotion
- a. **Promotion** increases company sales by communicating product information to potential customers.
 - b. The four basic parts of promotion are:
 - a. Personal selling

- a. Advertising
- b. Publicity
- c. Sales promotion

III. WHAT IS SELLING?

- A. Traditional definition of personal selling refers to the personal communication of information to persuade a prospective customer to buy something—a good, a service, an idea or something else— which satisfies that individual’s needs.
- B. Personal selling today: In early 2000’s corporate corruption contributed to the negative image of all business professions.
 - 1. Insurance salespeople, advertising practitioners and used carsalespeople are the lowest rated job categories in perceived honesty and ethical standards.
 - 2. What about you? Take Dr. Futrell’s poll ([//futrell-www.tamu.edu](http://futrell-www.tamu.edu)):
 - a. What does the general public think about salespeople?
 - b. What do you think about salespeople?
 - c. After graduation, would you accept a sales job?
 - d. The main reasons for low marks may be greed and lack of trustworthiness.

IV. A NEW DEFINITION OF PERSONAL SELLING refers to the personal communication of information to *unselfishly* persuade a prospective customer to buy something—a good, a service, an idea or something else— which satisfies that individual’s needs.

- A. Think of your grandmother. Would you mistreat your grandmother in a sales transaction?
- B. Salespeople should handle their customers with unselfish and ethical service.

V. THE GOLDEN RULE OF PERSONAL SELLING refers to the sales philosophy of unselfishly treating others as you would like to be treated.

- A. There are different views of the Golden Rule:
 - 1. Negative form: “If you don’t like to get cheated in a purchase, don’t cheat others.”
 - 2. Positive form: “If you like to receive the best price, then offer thebest price to your customers.”

3. The Golden Rule is all about trying to keep somebody else warm even if it means that we get cold in the process.
4. Salesperson differences can be explained by the individual's level of self-interest.

Ⅵ. EVERYBODY SELLS!

- A. You develop communications techniques for getting your way in life.
- B. Your ability to communicate effectively is a key to success in life.

Ⅶ. WHAT SALESPEOPLE ARE PAID TO DO

- A. Salespeople need to sell something "today" to meet performance goals for:
 1. Themselves.
 2. Their employer.
 3. Their customers.

Ⅷ. WHY CHOOSE A SALES CAREER?

- A. There are six major reasons for choosing a career in sales:
 1. the opportunity to provide service to others.
 2. the variety of jobs available.
 3. freedom of being on your own.
 4. the challenge of selling.
 5. the opportunity for advancement.
 6. the rewards from a sales career.

- B. Providing service means helping others.
1. A sales career provides the opportunity for service and an emotional purpose in life gained from helping others.
 - a. For many, service is the number one reason for choosing a sales career.
 - b. Service refers to making a contribution the welfare of others.
- C. Types of sales jobs:
1. Selling in retail - A retail salesperson sells goods or services to consumers for their personal, non-business use.
 - a. Three common types of retail sellers:
 - (1) in-store salespersons.
 - (2) direct sellers who sell face-to-face away from a fixed location.
 - (3) telephone salespersons.
 2. Selling for a wholesaler - Wholesalers buy products from manufacturers and other wholesalers and sell to other organizations.
 - a. A wholesaler salesperson sells products to parties for:
 - (1) Resale.
 - (2) Use in producing other goods or services.
 - (3) Operating an organization.
 - b. Firms engaged in wholesaling are called wholesaling middlemen. They vary greatly in:
 - (1) The products they sell.
 - (2) The markets to which they sell.
 - (3) Their methods of operation.
 3. Types of manufacturer's sales representatives:
 - a. Account representatives - call on a large number of already established customers.
 - b. A detail salesperson - concentrates on performing promotional activities and introducing new products rather than directly soliciting orders.
 - c. A sales engineer - sells products that call for technical know-how.
 - d. An industrial products salesperson (non-technical) sells tangible products to industrial buyers.

- e. A service salesperson - sells intangible products such as financial services, advertising, or computer repair services.
- f. An order-getter - gets new and repeat business using creative sales strategy and a well-executed sales presentation.
 - (1) An order-getter has two selling challenges:
 - (a) Must often create discontent with what the prospect already has before beginning to sell constructively.
 - (b) Often has to overcome the most powerful and obstinate resistance.
 - g. An order-taker - asks what the customer wants or waits for the customer to order.
- D. Freedom of Action - You're on your own with very little direct supervision.
- E. The Job Challenge is always there which means great responsibility.
- F. Opportunities for advancement are great.
 - 1. Some companies promote salespeople to managerial positions very quickly. For most companies the path to a sales management position begins with an entry level position.
 - a. A sales personnel career path.
 - (1) Junior or trainee level.
 - (a) Learn the attitudes and activities of the company's salespeople.
 - (b) Become familiar with customer's attitudes toward the company, its products, and its salespeople.
 - (c) Gain first-hand knowledge of products and their application.
 - (d) Become seasoned in the world of business.
 - (2) Regular sales position.
 - (3) Senior sales positions or key account sales positions contact larger, more important customers.
 - 2. There are two career paths:
 - a. Permanent salespeople.
 - b. Management.
- G. Rewards - The sky's the limit!

1. Two types of rewards:
 - a. Non-financial (i.e. psychological income or intrinsic rewards).
 - (1) Feeling of self-worth and accomplishment.
 - (2) Realization that the job is important.
 - b. Financial:
 - (1) The opportunity to earn large salaries.
 - (2) Rewarded on basis of performance.
 - (3) Comparatively large beginning salaries.
 - (4) Overall, salaries for field sales personnel have been moving rapidly upward.

H. You can move quickly into management.

1. District sales manager.
 - a. First managerial level.
 - b. Promotion usually occurs within the first three years.
2. Compensation of sales managers.
 - a. A beginning sales job is the stepping stone to higher positions and higher salaries.
 - b. Both corporate and field sales managers receive higher salaries than others at the same organizational level.

IX IS A SALES CAREER RIGHT FOR YOU?

- A. Seven questions to ask yourself:
1. What are my past accomplishments?
 2. What are my future goals?
 3. Do I want to have the responsibility of a sales job?
 4. Do I mind travel? How much travel is acceptable?
 5. How much freedom do I want in the job?
 6. Do I have the personality characteristics for the job?
 7. Am I willing to transfer to another city? Another state?
- B. Once you have answered these questions, you should:
1. Determine the industries, types of products and services, and specific companies in which you have an interest.
 2. Talk to people presently or formerly involved in sales.
- C. A Sales Manager's view of the recruit.
1. What are the applicants judged on?
 - a. Appearance
 - b. Self-expression
 - c. Maturity
 - d. Personality
 - e. Experience
 - f. Enthusiasm
 - g. Interest in the job

X SUCCESS IN SELLING-WHAT DOES IT TAKE?

- A. Think of success spelled with four s's as in "ssuccess".
1. **S** - Success begins with love.
 - a. The successful salesperson is an individual who loves selling.
 - b. Of the eight, love is the number one characteristic of successful salespeople.
 2. **S** - Service to others - Salespeople love to help others fulfill their needs through selling their products.
 3. **U** - Use the Golden Rule of Selling.
 - a. Today's salesperson needs to treat others as he would like to be treated.

- b. People like to buy, not be sold.
- 4. C - Communication ability.
 - a. Good salespeople are good communicators. Great salespeople are great communicators.
 - b. Top salespeople speak the other person's language.
- 5. C - Characteristics for the Job - It helps if you possess the personal characteristics needed for a sales career.
- 6. E - Excels at strategic thinking.
 - a. High performing salespeople tend to be strategic problem solvers for their customers.
 - b. Match up products benefits with customer's needs.
- 7. S - Sales knowledge at the M.D. level.
 - a. Top salespeople have mastered the basic competencies of product knowledge and selling skills.
 - b. As goods and services become more complex, companies place more emphasis on the training of salespeople.
 - c. Knowledge is power, but enthusiasm pulls the switch.
- 8. S - Stamina for the challenge.
 - a. Today's salesperson needs to be physically, mentally and spiritually prepared to meet the daily challenges of a sales career.
 - b. The increased feeling of well-being gained from exercise transmits itself to the body and mind.
 - c. People's faith may direct everything they do on the job, ranging from how customers are treated to how ethical they act toward their employer.

Ⅷ

C — CHARACTERISTICS FOR THE JOB EXAMINED. A salesperson can choose to be like the traditional salesperson we all do not care for, or he or she can be like the salesperson who is truly people oriented.

- A. Caring, Joy and Harmony. Through caring comes the joy of helping others.
- B. Patience, Kindness and Morally Ethical.
 - 1. Let the customer decide when to buy instead of pressuring for a quick decision.

2. By showing that customers come first, salespeople are more likely to gain the trust of the customer.

C. Faithful, Fair, and Self-Controlled.

1. The salesperson will spend the time necessary to help, not just to make the sale and never be heard from again.
2. Self-control should be exhibited in closing a sale - Is consideration only given to the salesperson's needs and thus pressure placed on the customer to buy something not needed?
3. Self-control involves discipline.
 - a. Often the biggest challenge to success is not out there in the sales territory, it's within us.
 - b. Discipline yourself to set priorities in your life - What comes first, your job or your family?

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RELATIONSHIP SELLING.

A. The salesperson of today is a pro.

1. Relationship selling - the process of professionally providing information for helping customers make intelligent actions to achieve their short- and long-term objectives.
2. Four main elements (**ABC's**) in the customer relationship process used by salespeople to build relationships are:
 - a. Analyze customer needs.
 - b. Present product **B**enefits.
 - c. Gain **C**ommitment for the purchase.
 - d. Provide excellent **S**ervice in order to maintain and grow the relationship.

B. Sales jobs are different from other jobs in several ways.

1. Since salespeople represent their company, opinions of a company and its products are often based on the salespeople.
2. The outside salesperson typically operates with little direct supervision and needs a high degree of motivation.
3. Salespeople probably need more tact, diplomacy, and social poise.
4. Salespeople are authorized to spend company funds on entertainment, transportation, and other business expenses.

5. Selling requires mental toughness and physical stamina.



WHAT DOES A PROFESSIONAL SALESPERSON DO?

- A. A Territory Manager plans, organizes, and executes activities that increase the sales and profits in his territory (i.e. a group of customers assigned to him in a geographical area).
- B. A territorial manager performs nine functions:
 1. Creates new customers.
 - a. Locate people and/or organizations that have the potential to buy their products
 - b. Needs the ability to close the sale.
 2. Sells more to current customers.
 3. Builds long-term relationships with customers - Earning the opportunity to sell a present customer more product means the salesperson must have a professional relationship with people and organizations.
 4. Provides solutions to customers' problems - Shows how these problems can be solved through the purchase of his company's products and services.
 5. Provides service to customers such as:
 - a. Handling complaints.
 - b. Returning damaged merchandise.
 - c. Providing samples.
 - d. Suggesting business opportunities.
 - e. Recommending promotional techniques.
 - f. Working at the customer's business.
 - g. In-store demonstrations.
 - h. Accompany distributor's salespeople on sales calls.
 6. Helps customers resell products to their customers.
 - a. Contacts both wholesale customers (distributors) and their retail customers.
 - b. Develops promotional programs for retail customers such as:
 - (1) Advertising materials.
 - (2) Store demonstrations.
 - (3) Setting up product displays.

7. Helps customers use products after purchase - Help the customer obtain full benefit from the product.
8. Builds goodwill with customers - Develops a personal, friendly, business relationship with anyone who may influence a buying decision.
9. Provides company with market information such as:
 - a. Competitor's activities.
 - b. Customers' reactions to new products.
 - c. Complaints about products and policies.
 - d. Market opportunities.
 - e. His own job activities.

XI. REFLECT BACK

- A. Review these nine functions to see what they mean and if you could do any or all of them. Carefully think about the second and third functions. To be successful, a salesperson must close sales and build relationships with the same person and/or organization in order to see more business. When combined and properly implemented, these nine job activities produce increased sales for the organization and more rewards for the salesperson.

XII. THE FUTURE FOR SALESPEOPLE.

A. Learning selling skills.

1. Both an art and a science.
 - a. Requires practice.
 - b. Requires training.
2. Conceptual skills - ability to see selling process as a whole and relationships among its parts.
3. Human skills - ability to work with and through others.
4. Technical skills - understanding and being proficient at specific tasks.

B. Preparing for the 21st Century - Changes are occurring which will require salespeople to be knowledgeable in new areas such as:

1. International dealings.
2. Sales force's reflecting customer diversity.
3. Customer partnering to keep current customers.
4. Success based on customer satisfaction.
5. Increasing use of technology (e-selling).

XIII. E-SELLING: TECHNOLOGY AND INFORMATION BUILD RESATIONSHIPS

- A. The information and knowledge needed for the salesperson to properly sell and service perhaps several hundred customers has expanded well beyond what any individual could possibly know.
- B. The good news is that technology has exploded the boundaries of today's knowledge frontiers. Technology is making it possible to improve a person's sales and service performance.

XIV. SELLING IS FOR LARGE AND SMALL ORGANIZATIONS

- A. Many textbooks examples are from big business because readers typically recognize America's large organizations, which are important to our prosperity.
- B. Small business also contributes significantly to our economy and because most large firms started small, and then prospered by using many of the concepts discussed in this textbook, we use small business as examples throughout this textbook.

XV. THE PLAN OF YOUR TEXTBOOK.

- A. This book will provide the student with the fundamentals of what Selling is all about.
- B. Major topics include:
 - 1. The role of the sales force in the firm's marketing efforts.
 - 2. The social, ethical, and legal issues in selling.
 - 3. Why people and organizations buy what they do.
 - 4. Verbal and non-verbal communications.
 - 5. The importance of knowing your own, and your competitor's products.
 - 6. An in-depth discussion of the selling process.
 - 7. Self, time, and sales territory management.

XVI. BUILDING RELATIONSHIPS THROUGH THE SALES PROCESS

- A. The sales process refers to a logical, sequential series of actions that can greatly increase the chances of making a sale.
- B. Ten steps in the selling process:
 - 1. Prospecting
 - 2. Preapproach
 - 3. Approach
 - 4. Presentation
 - 5. Trial Close
 - 6. Objections
 - 7. Meet Objections
 - 8. Trial Close
 - 9. Close
 - 10. Follow-up

- C. A basic sales presentation is shown in the chapter ending Exhibit and written materials.
 - 1. This section is too detailed to describe here. The PPT does a great job of taking students through the sales presentation.

CHAPTER I APPENDIX

The Golden Rule of Personal Selling as Told by a Salesperson

THE GOLDEN RULE OF SELLING

- A. Base your sales philosophy on unselfishly treating others as you would like to be treated.

OTHERS INCLUDE COMPETITORS

- A. The Golden Rule of Selling especially applies to your relationship with competitors.
- B. If your products do not fulfill a customer's needs, then possibly suggest or discuss a competitor's product.

SALES IS YOUR CALLING TO SERVE

- A. Your occupation is not work – it's what you do. It defines who you are.
- B. Serving others provides you with an emotional purpose in life.

TO SERVE YOU NEED KNOWLEDGE

- A. Being knowledgeable on products and selling skills allows you to provide a high level of customer service.

CUSTOMERS NOTICE INTEGRITY

- A. Your customers trust that you are looking out for their best interest because you are a person of integrity.
- B. To you, integrity is who you are when no one is looking.

PERSONAL GAIN IS NOT YOUR GOAL

- A. You are never concerned about sales goals, only customers.

OTHERS COME FIRST

- A. Build up a reputation as a volunteer in your community.

THE GOLDEN RULE IS NOT

A. Corruptible It Is Not

1. It is composed of pure gold. There are no impurities in it.

B. Self-Serving It Is Not

1. There is no reciprocity involved in applying the Golden Rule to anything.

C. Comprehensive It Is Not

1. There is more involved in being a good person. It will not solve every problem.

D. Easy To Follow It Is Not

THE GREAT HARVEST LAW OF SALES

- A. How you treat others will often determine how you will be treated.
- B. Small acts of kindness towards someone over time often results in returns greater than were sown.
- C. Golden Rule Paradox
 - 1. By placing customers first, you often will see increases in sales, greater compensation, and better job opportunities.
 - 2. You actually receive more than given to the customer or employer.

¶

THE COMMON DENOMINATOR OF SALES SUCCESS

- A. The **common denominator** (trait) of successful salespeople
 - 1. Unselfishly and sacrificially “caring” for prospects, and others, by placing their interests before our desires.

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THE FRUITS OF THE SELLING SPIRIT

- A. Applying the Golden Rule to work and life results in a fruitful life.

CHAPTER 2

Ethics First ... Then Customer Relationships

LECTURE OUTLINE

1. WHAT INFLUENCES ETHICAL BEHAVIOR?

- A. The individual's role:
 - 1. People behave differently because of their:
 - a. Worldviews - people's different beliefs about the world around them.
 - b. Morals - people's adherence to right or wrong behavior and right or wrong thinking.
 - 2. Individuals usually can be placed into one of three levels of moral development:
 - a. Pre-conventional — an individual acts in one's own best interests, and thus follows rules to avoid punishment to receive rewards. Will break moral and legal laws. "What can I get away with?"
 - b. Conventional — individual conforms to expectations of others. Upholds moral and legal laws. "What am I legally required to do?"
 - c. Principled — an individual lives by an internal set of morals, values and ethics. These are upheld regardless of punishments or majority opinion. "What is the right thing to do?"
- B. The organization's role is often characterized by pre-conventional or conventional level of moral behavior.

II ARE THERE ANY ETHICAL GUIDELINES?

- A. What does the research say?
 - 1. American adults said by a 3-to-1 margin that truth is always relative to a person's situation.
 - 2. People are most likely to make their moral and ethical decisions on the basis of whatever feels right or comfortable in a situation.
- B. What does one do?
 - 1. What would you do if you found a bank bag with \$125,000? Would you return it to the bank?
 - 2. What would you do if you found a wallet? Why might you be more likely to return the wallet without taking any of the money?

3. Out of class, is it alright to copy someone's homework assignment even when the course syllabus states that you have to do your own work? What keeps you from copying on an exam when your professor is out of the room?
4. Is it okay to offer a customer a \$10,000 trip if they place a \$3 million order? Why would you not even question paying for a \$20 lunch associated with the same purchase?

C. Is your conscience reliable?

1. We all have an internal ultimate moral standard that we use to measure good and evil, right and wrong.
2. Most of us know not to keep the \$125,000 or the wallet or copy someone else's work, but what would we actually do?
3. If a person's value system is at the level 2 stage of development, this person makes decisions based upon the "situation" and what others say and do.
 - a. Usually people rationalize their actions, such as, "I will only copy the homework this one time."
4. Many people are so accustomed to doing things unethically that they think nothing about it.

D. Sources of significant influence.

1. Do your decision factors include your friends, family or things you see on television or in the movies? Do their thoughts on what is ethical sometimes change from day to day?
2. Basic research by Barna has found that the leading influencers in American society are movies, television, the Internet, books, music, public policy and law, and family.
3. Wouldn't it be nice to be able to base your decisions on something that never changes?
4. The situations businesspeople face are frequently the same, yet many ethical decisions are unique to the situation.

E. Three guidelines for making ethical decisions.

1. You need a *fixed point of reference* that is *separate from you* so that you and *no one else* may influence it.

- a. Fixed point of reference — refers to something that provides the correct action to take in any situation and never gets “tailored” to fit an occasion.
- b. Separate from you — refers to something outside yourself that may be used for reference.
- c. No one else may influence it — refers to something that is unchangeable by you or anyone else. For example, navigators use stars for navigation — the stars are fixed points in the sky that are separate from you and no one can change them.
- d. How does this relate to a person making ethical and moral decisions in life?

F. Will the Golden Rule Help?

- 1. One similarity in virtually all faith-based principles is the presence of a “Golden Rule” concept.
- 2. The Golden Rule does not involve reciprocity—“if you do for me, I will do for you.” It is doing for others without expecting something in return.
- 3. “Could the Golden Rule serve as a universal, practical, helpful standard for the businessperson’s conduct?”
- 4. President Bush thinks so. He said, “A call to love your neighbor just like you’d like to be loved yourself. It’s a universal call, and it’s a call that has been applicable throughout history. It’s really needed right now.”
- 5. Would you consider your faith a fixed point of reference that never changes and is separate from you?



MANAGEMENT’S ETHICAL RESPONSIBILITIES

- A. Ethics — Code of moral principles and values that govern the behaviors of a person or group with respect to what is right or wrong.
- B. Ethical Behavior — treating others fairly.
 - 1. Being Honest.
 - 2. Maintaining confidence and trust.
 - 3. Following the rules.
 - 4. Conducting yourself in the proper manner.
 - 5. Treating others fairly.

- 6. Demonstrating loyalty to company and responsibility.
 - 7. Carrying your share of work and responsibility.
- C. An Ethical Dilemma is a situation when each alternative choice or behavior has some undesirable elements due to potentially negative ethical or personal consequences.

III.

ETHICS IN DEALING WITH SALESPeOPLE

- A. Sales Managers have both social and ethical responsibilities to their sales personnel.
- B. Five ethical considerations by sales managers are:
 - 1. Level of sales pressure to place on a salesperson.
 - 2. Decisions affecting territory.
 - 3. Whether or not to be honest with the salesperson.
 - 4. What to do with the salesperson who is ill.
 - 5. What rights do employees have?
 - a. Termination-at-will — must now have accurate records which led to an employee's termination.
 - b. Privacy — non-job related information is being taken out of personal files by employers.
 - c. Cooperative acceptance — employees are protected by law from acts of discrimination and sexual harassment.
- C. Company benefits of respecting employee rights:
 - 1. Employees are more productive.
 - 2. It attracts good sales personnel.
 - 3. It reduces legal costs.
 - 4. It reduces wage-increase demands.

IV.

SALESPeOPLE'S ETHICS IN DEALING WITH THEIR EMPLOYERS - salespeople, as well as managers, may occasionally:

- A. Misuse company assets – for personal gain or as bribes to customers.
- B. Moonlight – take a second job or college course on company time.
- C. Cheat – not play fair in contests.
- D. Affect other salespeople – the unethical practices of one salesperson can affect other salespeople within the company.

- E. Attempt technology theft – take customer records, after quitting or being fired for his or her or a future employer’s benefit.

III

ETHICS IN DEALING WITH OTHER CUSTOMERS

- A. Common problems faced in dealing with customers:
1. Bribes - There is a thin line between good business and the misuse of a bribe or gift.
 2. Misrepresentation — of the product, company, company policies, prices, or delivery time in attempt to make a sale.
 - a. Salespeople must understand the difference between opinions and statements of fact.
 - (1) Opinions do not have legal consequences.
 - (2) A company may be sued if its salesperson uses erroneous statements of “fact.”
 - b. Suggestions for staying legal:
 - (1) Understand the difference between statements of praise and statements of fact.
 - (2) Educate customers.
 - (3) Be accurate.
 - (4) Know the product’s technical specifications.
 - (5) Avoid exaggerations about product safety.
 - (6) Be familiar with laws regarding warranties.
 - (7) Understand your product’s capabilities.
 - (8) Keep current with design changes.
 - (9) Avoid offering untested opinions.
 - (10) Never overstep authority.
 3. Price discrimination - Some customers may be given price reductions, promotional allowances and support while others are not. Violation of the Robinson-Patman Act of 1936.
 4. Tie-in-sales - When the buyer is required to buy other products that are not wanted. Prohibited under the Clayton Act.
 5. Exclusive Dealership - also prohibited under the Clayton Act.
 6. Reciprocity - buying a product from someone if the person or organization agrees to buy from you.

7. Sales restrictions.
 - a. FTC “cooling off” laws.
 - (1) Within three days, buyer can:
 - (a) Cancel contract.
 - (b) Return merchandise.
 - (c) Obtain full refund.
 - (2) Law covers sales of \$25 or over made door-to-door.
 - (3) Buyer must have written, dated contract and be told of the three-day period.
 - b. Green River Ordinance — required a license for selling direct to consumers.

III THE INTERNATIONAL SIDE OF ETHICS - Despite different laws in other countries, U.S. firms are subject to U.S. laws internationally.

III MANAGING SALES ETHICS

- A. Follow the leader - chief executives may set the example.
- B. Leader selection - carefully choose managers with high levels of moral development.
- C. Establish a Code of Ethics - a formal statement of the company’s views concerning ethics and social values which includes:
 1. Principle-based statements.
 2. Policy-based statements.
- D. Create Ethical Structures such as an:
 1. Ethical Committee - group of executives appointed to oversee company ethics.
 2. Ethical ombudsman - official given the responsibility of corporate conscience that hears and investigates ethical complaints and informs top management of potential ethical issues.
- E. Encourage whistle-blowing.
- F. Create an ethical sales climate.
- G. Establish control systems.

III HELPFUL HINTS TO MAKING CAREER DECISIONS

- A. Be involved in businesses/organizations that make worthwhile products.
- B. Do what is right according to your beliefs no matter what the costs.

- C. Do not compromise your beliefs.
- D. Put people first.
- E. Recognize the importance of good people.

III DO YOUR RESEARCH - In a potential employer look for:

- A. Integrity - The business should be honest without compromise or corruption.
- B. Trust - You have to know you can trust your employer.
- C. Character - What is the company like when no one is looking, and what do they stand for?
- D. Values - The company should follow a moral code of conduct toward others- like the Golden Rule!
- E. Truth - The company should be true to their word and reflect the best of mankind.
- F. Love - The company should display a strong affection, desire, or devotion toward people (the CCC GOMES). Love should be the business's cornerstone.

III GOLDEN RULE OF SELLING

- A. What is truth?
 1. Facts needed to make ethical and moral decisions
 2. But what are true facts? **(What a discussion you can have here!)**

III SUMMARY OF MAJOR ISSUES

- A. Ethical behavior pertains to values of right and wrong.
- B. Values depend on individual and organizational characteristics.
 1. An important individual characteristic is one's moral development.
 2. Corporate culture is an organizational characteristic.
- C. Corporate social responsibility is based on four criteria:
 1. Economic responsibility.
 2. Legal responsibility.
 3. Discretionary responsibility
- D. Social responsibility in business means profitably serving employees and customers in an ethical and lawful manner regardless of cost.
- E. Could the Golden Rule serve as a universal, practical, helpful standard for people's conduct?

- F. In the future, ethical standards for salespeople must be developed, supported, and policed. Current techniques include:
1. Leadership
 2. Codes of Ethics
 3. Ethical Structures
 4. Whistle-blowing
 5. Establishing Control Systems
- D. Socially responsible organizations perform as well as - and often better than - organizations that are not socially responsible.

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PART I
COURSE ORGANIZATION AND
TEACHING METHODS

To the Instructor

Thank you for choosing **ABC's of Relationship Selling** to use in your class! It has taken years to bring you the textbook and the accompanying materials. The material has been class tested numerous times in both academic and continuing education classes. Students, salespeople, and sales managers have found the material to be educational, enjoyable, practical, and real-world.

The instructor's manual was designed to assist instructors as much as possible in teaching the selling course. It has been particularly written for those who have either never taught the course or not taught the course very often. It will also be a big help to the instructor looking for a different selling textbook to use for a change of pace. Here is what is available for you:

1. A lecture outline of chapter material.
2. An answer to end-of-chapter exercises and cases.
3. True-False and Multiple-Choice test questions.
4. PowerPoints—up to 40 a chapter; available on McGraw-Hill's web-site for thisbook.
5. A computerized test bank available from McGraw-Hill's web-site for thisbook.
6. Videos featuring students' role playing and examples from industry; available from McGraw-Hill.
7. Course organization and teaching methods materials in this manual.

As you will see, an enormous amount of time and effort was expended to provide you valuable assistance. Having been in sales with Colgate, Upjohn, and Ayerst Laboratories for eight years, plus having taught the course over 60 times, I still welcome all the help I can get from time to time. So I know how much an instructor's manual can aid you. I sincerely hope it is a help to you!

In addition to the two lecture sections, students can sign up for one of labs for their role-plays. Currently role-plays consist of the "Sell Yourself on a Job Interview," practice role-plays like the approach-close combination, and the traditional product sales presentation. Role-plays take up about two months of the three-month class. You can appreciate the tremendous work, coordination, and grading required for such a class. Thus over the years, our course has evolved into a highly organized, well thought out, structured course. This is why you have such a great IM and instructor's Web site at your fingertips. This material has grown out of training thousands of students over the years.

Special: I have made a discovery of new instructions for students that greatly increased their performance, grades, and my student evaluations. It is found under "What Professor Futrell does now." Maybe you would try one time?

Please let me hear from you on what you are doing in your classes. If you have questions for me or if the publisher or I can do anything for you please call or write me. **Thank you!**

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Student Application Learning Exercises (SALES)

Most of us teaching this course require our students to create a sales presentation and role-play it with a buyer. Students often postpone working on their role-play exercises until days before it is due.

Fall 1997 I experimented with the use of SALES. It worked well. While students fussed about the extra work, close to 100 percent said the SALES helped them prepare for their main role-play. I plan on using them in the future. Because students felt SALES were a good learning tool, I put them in this edition of your book. Example SALES are available on my web site under Classes, Marketing 435, Personal Selling, Assignments, and Instructors only. E-mail me for the password.

Chances are you will choose to modify them to your learning objectives. They are in the book to show what has helped us to better prepare students for their main course exercise. The SALES appear at the end of chapters 3, 5A, 7, 9, 10, 11, and 12.

I pick a product—and provide all information—that everyone in class uses to complete the SALES. This makes it easy to grade and go over in class. I always explain each SALE the class period before it is due. Try mine or create your own SALES. Please let me know how they work for your students.

New, this is what I am doing now!

This is an exciting new way to teach the selling course—at least for me. While teaching a recent personal selling class of senior marketing majors, it dawned on me that students could memorize the chapter materials but did not know how the entire presentation should be constructed until after their final role-plays at the end of the course. From the first day of class, it was weeks until we started discussing role-plays. ABCs now introduces to the student the interaction of the sales process components in chapter one. Here is what I do:

- A. Handout 'Futrell's Realistic Sales Presentation.' Moon Pie Futrell is my bulldog. This handout is a 'script' for a video we are trying to create to put up on Facebook, etc. It is an overview of the book's discussion on the various parts of the sales process. Tuesday of the second week of classes I give an announced pop-test over the 10-steps in the selling process and then a harder test over the remainder of the handout on Thursday. There are copies of tests in this section you might select from or create your own.
- B. A case is selected for their class and used for all of the role-plays. The handout 'Descriptions of Key Elements of Your Presentation' is used throughout the course. We refer to it when covering a topic, as objections or closings.
- C. A 100-point paper is turned in when the students do their main role-play with the 'Descriptions of Key elements of Your Presentation' filled out. The role-play is worth 500 points as you see in my syllabus. Using this teaching method greatly improved students' performance and my teaching evaluations.

Futrell's Realistic Sales Presentation (Handout)

Introduction

Howdy! I am Moon Pie Futrell, a close buddy of Professor Futrell who wrote your textbook. I am here to welcome you to your personal selling course! This brief introduction to creating and to delivering a sales presentation provides the big picture to the selling process and to developing your sales presentation. Your instructor and Dr. Futrell's sales book will provide the specifics to selling. Look at the chapter in Professor Futrell's sales book entitled, "Carefully Select Which Sales Presentation Method to Use" and its exhibit entitled, "The Parallel Dimensions of Selling."

The Parallel Dimensions of Selling

This exhibit shows his sales process. After learning this process by the end of the course and role-playing it, you will be a better communicator and a more successful salesperson. There is no abstract theory, just practical advice taken from real world experience. Thousands of college students, industry salespeople, sales managers and sales trainers from all over the world have used the materials in Professor Futrell's two personal selling books to train their people. The books have been translated into many different languages. Several organizations use the book to certify salespeople for different organizations and industries—both in America and internationally.

After developing your sales presentation using the material described here and in depth in the textbook, doing extensive practicing of your role-play and with actual sales experience, you will see that all elements and parts of Dr. Futrell's sales presentation process are related and inter-correlated between the steps in the selling process. Based on extensive use in industry and proven by research, this sales philosophy, process, presentation, and techniques will result in a great experience for both you and your customer. Here is a specific, yet generic, step-by-step selling process that is universal in nature resulting in your knowing the basics of creating and making a sales presentation that will result in improved sales and customer relationships. Let us begin.

First Column

First, let's briefly look at The Parallel Dimensions of Selling exhibit. Look now! In the far left column shows the order that your discussion should take within the presentation. Discuss the product, then the marketing plan, the business proposition, suggested purchase and then close.

Second Column

The second column from the left shows the same discussion sequence with examples of each part of the presentation. When you present discuss your product, discuss its' features, advantages and benefits followed with a trial close for each major benefit. The marketing plan is next in your presentation. There are two types of marketing plans. For the reseller, discuss your plan for helping the buyer resell to his customers. For the end-user, explain how the product will fit into

their present operation. Again use SELL Sequences. Now discuss your business proposition incorporating the SELL Sequences. Present what you suggest should be purchased by the customer or prospect followed by one or more trial closes. Now close asking for the order using one of the closing techniques in your textbook. Look and listen to the buyer's response to your trial close question. Note the letters in red. They are important. Learn their definitions and meanings.

Third Column

The third column shows the ten-step selling process beginning with the prospect or customer you plan to contact in your business meeting and ending with service and follow-up of that customer.

Fourth Column

The last column illustrates the buyer's mental steps as the salesperson moves down the steps of the presentation, which begins with the approach and ends with the close. Thus, there are parallel dimensions occurring at the same time between the selling process and the buyer's mental stages. By using questions, trial closes and non-verbal communication skills, you will learn how to present your product while better understanding what is going on in the customer's mind.

The Sales Philosophy, Process, Presentation, and Techniques

Now let's take a closer look at the ten-step selling process. Once you have determined your contact (whether a prospect, customer or past customer), make an appointment and then plan your business meeting strategy and tactics in the preapproach or planning step of the 10-step selling process. Determine your sales call objectives and review or develop a customer profile with information about the prospect or customer and the organization. Next, create the main features, advantages, and benefits you want to discuss concerning each product you will present. Now you are ready to develop and polish your sales presentation, as discussed later. Practice it until it sounds natural, as if talking to a friend. Think about how you will groom and dress to project a professional appearance. Remember to think through the positive creative imagery that you will use as you wait in the person's office before the meeting. You envision everything that will occur during your business meeting that will end in a sale and a new business friendship.

Review your customer relationship management (CRM) data information in the preapproach and before entering the person's office. Be sure to know such things as past purchases, everyone's name, hobbies, family, what you talked about at the previous meeting, personality type, likes and dislikes in interacting with salespeople.

While waiting to see the buyer, meet and talk with everyone possible, especially the buyer's secretary. Learn about things such as family, hobbies, and pets. These people can help get you in to see the buyer and provide valuable information on what is going on in the company that might impact you. Input this information into your CRM data set.

Create a presentation that adapts to the buyer's personality style. Choose your presentation method and then select your approach technique. This is based on your product and knowledge of the person and of the organization. Practice more than one approach if you are unsure of the

situation you will face. Be prepared to improvise, adapt and overcome any obstacles in your way.

The Approach

Listen now! Are you listening!?! The approach begins when you first see the prospect or customer and ends when you begin discussing your product. In the approach, you meet, greet, build rapport and use one of the approach techniques to capture the person's attention and interest and to provide a transition into the sales presentation. My buddy Professor Futrell always introduces me as "Moon Pie. He's a good fellow and handsome too!"

Provide and ask for a business card if needed. Be sure to have a firm handshake, look the person in the eyes and smile projecting positive green signals. You are excited to meet with the person! You only have one chance to make a great first impression. Slow up. Do not rush to set down and begin your presentation.

If the buyer does not offer you a seat, ask, "May I sit here?" If possible, sit in the buyer's personal space beside the desk. Here you can observe angles of body, face, arms, hands and legs. You can easily watch for green, yellow and red non-verbal communication signals. Be aware that the approach is an extremely important part of your presentation. Some say that it is the most important of the 10-steps in the selling process. It should be connected to the main benefits you will discuss in the presentation. Ask if you can take notes. Because your approach and presentation will require asking questions casually ask if you may ask a few questions from time- to-time. Take out your note pad.

If small enough, place your product on the buyer's desk during the approach or when you start discussing the product. If selling large equipment you might show a picture or video from your computer.

After the approach, you move into the core of your presentation. Pace your talking pattern based upon such things as the buyer's energy level, speed of talk, breathing pattern, personality type and time available. Mention the person's name several times during the presentation after discussing an important benefit. Throughout, watch the buyer's nonverbal signals. No matter what happens while you are in the buyer's office, always project green signals. Eliminate all of your ticks, such as saying "uh" or "um."

Three Presentation Parts

There are three parts of the presentation that should be discussed in the correct order. First present the product, then the marketing plan and then the business proposition. There are two types of marketing plans. For the reseller, you will discuss how they will sell the product after purchase. Examples of a reseller would be a retailer, distributor or wholesaler. For an end-user, such as a manufacturing plant or retailer, you will explain how the product will fit into their present operation. Topics include delivery, guarantee, installation, maintenance and training. For all three parts of the presentation, use SELL Sequences. Show your feature, explain its advantage, lead into the benefit and then allow the person to give feedback on what you have said by asking a trial close question. The trial close is one of your best communication tools. It asks for an opinion, not a decision. "How does that sound" is a trial close that might be used somewhere in the presentation. The use of SELL Sequences allows you to focus on the product's

benefits, rather than on its features and advantages. Yes, you do need to discuss features and advantages, but you want to emphasize benefits. A positive response to your trial close tells you the benefit is important to the person. You use this information later in your close. For example, you might say, "Earlier you said that you like our profit margin, fast delivery and credit policy. Is that correct?" A positive response verifies the buyer's feelings to your product and may prompt you to close. Should the buyer give a positive response such as "That sounds great!" or "That's what I've been looking for in a product," you may not need to ask a trial close. It is your decision. You know what the person thinks about what you have said concerning your product fulfilling the need or solving the problem. If the person gives green signals, such as a smile or nodding the head after you have said something, you cannot always take that as a positive response. Many buyers are taught to make positive comments or use positive jesters during a sales presentation. Again it is your judgment, but generally you should go ahead and ask your trial close.

Show and Tell

To improve your communication with the buyer and your chances of making the sale, you should show and tell throughout the presentation. Use one or more of the following six sales presentation mix elements: (1) participation, (2) proof statement, (3) visual aid, (4) dramatization, (5) demonstration and (6) persuasive communication. These six mix elements are not mutually exclusive. For example, a demonstration can also involve participation, proof and dramatization. Inserting a simile, metaphor, analogy, parable, or story at the appropriate place can aid you in painting an enticing picture of how your product will fulfill the needs of the buyer. Top salespeople are great story tellers.

Welcome Objections!

Objections, resistance or questions can occur anywhere in the presentation. Answer them as they arise, except when they pertain to price (as discussed later). Welcome an objection, resistance or question! This helps you know what the person is thinking about relative to you, your talk and your product. Think of it as a challenge. See if you can place the objection quickly into one of the six major categories of objections. Select a technique for meeting the objection. Use the technique to move to the appropriate information for responding to the objection or request for more information on the product, marketing plan or business proposition. This takes both time and experience in selling to do smoothly.

AIDCA

Look at the far right column entitled 'Buyer's Mental Steps.' The approach gets the buyer's attention and interest. The presentation continues to hold interest and convinces the buyer this product will take care of their need or solve their problem. Their desire to buy begins to rise. When the seller feels the person has entered the conviction stage of the of the buyer's mental state, it is time for action.

Closing

If you are listening say “Howdy!” Remember I am from Texas USA. Closing is the process of helping people to make a decision that will benefit them. You aid people with their decision to

help themselves by asking them to buy.

Remember that the person may be ready to buy at any time--such as when you walk into the office, early in the presentation or sometime in the future. Occasionally, you will not be required to go through your entire presentation. The customer may be ready to buy when you walk into the office—especially if you have had a long-term relationship with this customer who trusts you. Most of the time you will go through the entire planned presentation. Here are examples of three common scenarios faced by a salesperson.

Scenario 1

In the first scenario assume you feel it is time to close the sale after discussing the product, marketing plan and business proposition within the presentation, ask a final trial close to verify that the person has no objection nor needs more information to make a buying decision. Use the person’s name in the verification question. “Mr. Jones, you said you like our profit margin, fast delivery, promotional plan and pricing. Is that correct?” “Yes it is,” says the buyer.

Since you received a positive response, move toward your close by presenting a suggested purchase order incorporating a closing technique. “Based upon what we discussed Mr. Jones, I recommend you purchase 100 of the X15 and 350 of the X20. I can have both shipped to you this week or would you prefer next week?” It is important that you close. Both research and industry sales personnel say that if you are an expert on your product, show and tell while emphasizing benefits and then close, sales will increase relative to others who use some or none of these important methods to fulfill the needs of the customer. Ask for the order and be quiet. This separates the top performers from the less successful salespeople.

Scenario 2

For scenario two say that after the presentation and the trial close the person gives an objection. First determine the objection. Use one of the objection handling techniques to transition back into the product, marketing plan, business proposition or suggested order presentation materials. Address the person’s objection. Now ask a trial close to determine if you have handled the objection. If you receive a positive response and no other objection or request for more information occurs, close again using a different closing technique. If an objection, resistance or request for more information occurs, cycle back through the above sequence. This is the reason you need to be prepared to use several objection handling techniques and to close multiple times using different closing techniques. Properly executed it will seem natural and professional. You are there solely to help the person and organization fulfill their need or to fix their problem.

Scenario 3

In scenario three you go through your presentation. Everything seems great! You verify with your trial close before asking for the order. You receive a positive response, so you close. During the close, an objection occurs causing you to determine the objection, meet it by going back to

the product, marketing plan, business proposition or suggested purchase in the presentation using that information to meet the objection. You ask a trial close to determine if the objection has been met. If so, close again. There are other scenarios but this gives you ideas on situations faced

by salespeople.

Price

Questions about price should be postponed to the business proposition discussion if you feel appropriate. You want to have discussed thoroughly your product and marketing plan so that the person knows the value of your business proposition and your suggested order. If asked about price early in the presentation, you might say something like “We will get to price in just a minute, alright?” or “Price will be determined based upon the quantity you purchase. Let’s discuss that in a minute, alright?” This is a judgment situation. Only you will know when to discuss price. If the person persists in wanting to discuss price during the presentation, then you should talk about the product’s price. To help make the decision you should judge if the person has gone from sending out green signals to sending yellow or red. If the non-verbal signals are yellow or red you should discuss price. One possibility for the person’s action is that the individual has a sensor type personality and doesn’t want to hear the background and just wants to get to the bottom line.

After the sale, if needed, review your notes with the person to make sure you remember accurately what to do in the follow-up or service areas. Since some salespeople who continue to visit after the close experience a change of mind by the buyer, leave as soon as possible.

Does Not Buy

Should the person not buy, do not take it personally. Try to discover why before leaving. This helps you prepare for your return visit. However, chances are the reason for not buying will come out in your presentation.

Act as a professional. Leave the door open for a return visit. You might conclude by saying, “Mr. Smith, would you do one thing for your company? Would you please think about what we discussed? Please look over this material and the price sheet. I know (product name) is needed by your organization. Please call me if you have any questions. Would it be alright, Mr. Smith, if I come by in a month or so to see what you think about (product name)?” Stand, smile and compose yourself. While looking the buyer in the eyes and giving a firm handshake say something like, “Thank you very much, Mr. Smith. I really enjoyed visiting with you! I look forward to seeing you next month!” Do not leave the room as if it is on fire. Leave slowly, professionally with a smile on your face, a song in your heart and a spring in your step. Be friendly with everyone you pass as you go to your vehicle. Call them by name if known.

Follow-up and Service

Follow-up and service are extremely important to your success in keeping the person as a

customer and in gaining referrals. Review your notes once out of the buyer's office. Input information and data on the business meeting into your CRM data set as soon as possible. This enables you to do a great job in preparing for the next business meeting with this person. See if the reason for the purchase or rejection is similar to other business meetings. This can help you improve your next sales presentation.

Let's Review

Let's conclude with a quick summary. First, in your selling process you select your prospect, present or past customer. Next you plan the entire business meeting beginning with your approach. After your approach you discuss your product's features, advantages and benefits with each benefit followed by a trial close. The SELL Sequence will help you learn to focus on stressing benefits and asking a trial close for feedback on what you have just said to the person. Now you talk about your marketing plan, again using the SELL Sequence. This is followed by your explanation of the business proposition including such things as list price, shipping cost, discounts, financing, return on investment and value analysis. The SELL Sequence is also used in the business proposition.

With a positive response to your trial close after the business proposition, you will close with a suggested purchase containing such things as the product to buy, quantity, suggested delivery date. If the person buys, you complete the sale and move on to your next customer. If the customer asks a question or gives an objection about the product, marketing plan or business proposition, you move back up into the presentation and discuss information related to the objection or question. You ask a trial close to see if you have satisfied the customer. Again, with a positive answer to your trial close, you again close using a different closing communication technique. More questions or objections can arise at any point in the presentation. You continue to respond using your SELL Sequences.

As you see, questions and trial closes are two of the best-selling techniques to use in your sales presentation. Trial closes check the pulse or attitude of your prospect toward the sales presentation. Questions help you discover the person's hot button—what is important for the purchase. When do you use a trial close? This is important! Listen now! The trial close should be used at these four important times: (1) after making a strong selling point in the presentation; (2) after the presentation; (3) after answering an objection; and (4) immediately before you move to close the sale. You can use other questions anywhere in the presentation.

Why Learn?

Why are you trained to use communication and selling techniques for areas of the presentation such as the approach, SELL Sequences, responding to an objection or asking the person to buy? These techniques allow you to be seen as a professional who sincerely wants to help others. It helps you become a better communicator. You create a business friendship. You look forward to the sales call. Your customers will be happy to see you and sales will increase! These techniques are thoroughly discussed in Dr. Futrell's personal selling textbook. Practice these techniques in your personal life. They will prove to enhance your communication skills. They work!

Practice and Time

Both new and experienced salespeople go through a learning process consisting of three phases of usage before true behavioral changes occur as a result of sales training. Many salespeople feel awkward at first. The second phase of training usage is where the salesperson consciously uses

the training more and more, slowly becoming better at its application on the job. The third phase of training usage is it becomes a natural part of the day-to-day job. Habits are difficult to change. It takes regular, on-the-job reinforcement to change a salesperson's habits. As the new training begins to produce more sales, people master the sales techniques and it becomes natural to use. This may relate to what you are experiencing in your sales class. It is very common!

That's true! My buddy Professor Futrell trained me. I was very stubborn, but those treats and practice got me to try what he wants of me. I have not mastered the skate board yet. Scary! Hey, will you please listen carefully as I close?

The Common Denominator of Success

Let's conclude by discussing the common denominator of success among professional salespeople. Following Professor Futrell's process will increase anyone's sales. However, to maximize sales and to stay in the sales profession over time, you must build true long-term relationships. To build long-term relationships you must be a person of integrity, trust and character based upon the truth. This requires you to treat others unselfishly just as you would like to be treated. Fulfilling others needs or solving their problem is the purpose of your sales career. The common denominator of a successful salesperson, as opposed to those less successful, is unselfishly and sacrificially caring for prospects, customers and others by placing their interest before your desires. The end results of dedicating your life to helping others will be the true caring for customers, joy in knowing you are helping others, harmony or peace in the relationship, patience in serving, kindness, goodness, faithfulness to your word, gentleness and self-control in not being high pressure in persuading the person to buy. Helping others gives your life purpose.

Sheep in Wolf's Clothing

Yes, many salespeople sell solely to make a sale for the commissions, promotion, pride, ego, etc. They want to sell at any cost. This type of salesperson focuses solely on self, acting as a wolf in sheep's clothing. It is important to do your best but not at all costs. An effective, successful salesperson is a good shepherd of customers rather than a wolf. The principles taught in your book will work only when they come from the heart. I am not advocating a bag of tricks. I am talking about a way of life in the workplace, in the marketplace and in your personal life.

You Need a Higher Power

"That is hard," you say. Yes, it is. A sales career is challenging. To do well in life and in industry many of us rely on a power greater than ourselves to get us up in the morning, work throughout the day and at night prepare for the next day's work. I speak to you of God—your own

conception of God. Many of us admit that we are powerless over making our lives focus solely on one thing—ourselves. We have to have a greater power that will allow us to compete in the world’s rat race without becoming a rat. We work for our God and our company. Integrity, trust, character, truth and spiritual leadership are needed to take us to a higher standard in sales and in life and to becoming and staying a Golden Rule Salesperson. Our faith in God is one of the reasons we work hard and everyday strive to be a better person. This helps us treat customers, bosses, co-workers and others as we would like to be treated as a person.

The Complete Process for Sales Success

Well, that is all there is to giving a professional sales presentation. What do you think? Master this sales attitude and process and you will know more than 99.9 percent of the millions of salespeople around the world. Properly executing the selling process is important to one’s success, but it is not the complete sales process. I am talking about a higher standard of success in sales than merely reaching quota or winning a sales contest. How you sell is the ultimate test of your becoming a Golden Rule Salesperson. It is not whether you make the sale but rather how you treat the customer. Truthfully doing your best is the ultimate measure of success. As long as you are truly striving to help the customer and as long as you do the best of which you are capable, there is no failure. If you do not make the sale because there is not a need for your product at this time, that sales call is not a failure. If you are prepared for the business meeting and you make every effort to execute the sales presentation truthfully and to the best of your ability and have done the things necessary to bring about the sale but do not make the sale, you have not failed. You have been successful because you acted professionally, were well prepared, made a great impression, left excellent product information to consider, left the door open to return and showed you cared about the person’s situation. You will come back another day.

Name: _____
Section: _____

Pop Test
Marketing 335
Futrell’s Realistic Sales Presentation Part I

Instructions: First, please read and sign the Aggie Honor Code: “Aggies do not lie, cheat, or steal, nor do they tolerate those who do.”
By signing the below, you are saying that “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work. And I am not aware of anyone who has broken the Aggie Honor Code on this examination.”

- _____
1. Once you have determined whom you will contact—prospect or customer—you plan your preapproach. What are the main steps in the preapproach in their correct order? (One point each)
- a. **Sales call objective(s)**.....
 - b. **Review or develop information**.....
 - c. **Main benefits to discuss**.....
 - d. **Develop presentation**.....

.....
2. After you select your presentation method what is the next thing to do in creating your total sales presentation? (One point)

a. **Approach**

3. When does the approach begin and end? (One point)
a. **Begins:** When buyer first sees you

Ends: When you begin talking about the product

4. After the approach you move into your main presentation. What are the three parts of the presentation in their correct order? (Two points each)

a. **Product**

b. **Marketing plans**

c. **Business Proposition**.....

5. What are the six sales presentation mix elements to help you show and tell your presentation: (One point each)

a. **Participation**

b. **Proof statement**

c. **Visual aids**

d. **Dramatization**

e. **Demonstration**

f. **Persuasive communication**

6. After completing the three main parts of your sales presentation what is the next thing you do? (One point each)

a. **Ask a trial close**

7. What do you do before asking the person to buy? (One point each)

a. **Ask a trial close**

Name: _____
Section: _____

Pop Test
Marketing 335
Futrell's Realistic Sales Presentation Part II

Instructions: First, please read and sign the Aggie Honor Code: "Aggies do not lie, cheat, or steal, nor do they tolerate those who do."

By signing the below, you are saying that "On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work. And I am not aware of anyone who has broken the Aggie Honor Code on this examination."

.....
1. After you give your presentation and ask a trial close the person gives an objection. What

Instructor's Manual

do you do? (Two points)

a. _____

2. After answering the objection what do you do? (Two point)

a. _____

3. Questions about price should be addressed at what part of the presentation? (Three points)

a. _____

4. Why should price be discussed at that part of the presentation?(Four points)

5. If after your presentation the person gives you an objection about your product, what do you do? (Four points)

a. _____

6. After you leave the person's office, why do you make notes about what went on during the business meeting? (Two point)

a. _____

7. After the approach you move into your main presentation. What are the three parts of the presentation in their correct order? (Three points)

a. _____

b. _____

Name: _____

Section: _____

Pop Test
Marketing 335
Futrell's Realistic Sales Presentation Part II

Instructions: First, please read and sign the Aggie Honor Code: "Aggies do not lie, cheat, or steal, nor do they tolerate those who do."

By signing the below, you are saying that "On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work. And I am not aware of anyone who has broken the Aggie Honor Code on this examination."

1. After you give your presentation and ask a trial close the person gives an objection. What do you do? (Four points)

a. Use one of the objection handling technique to transition back into product, marketing plan, business proposition or suggested order presentation materials address objection.....

2. After answering the objection what do you do? (Two point)

- a. **Ask a trial close**
.....
- 3. Questions about price should be addressed at what part of the presentation? (Four points)
- a. **Last, in the business proposition**.....
- 4. Why should price be discussed at that part of the presentation? (Four points)
To have a thorough understanding of the product and marketing plan so they know what they are buying.
.....
- 5. If after your presentation the person gives you an objection about your product, what do you do? (Four points)

a. Use one of the objection handling technique to transition back into discussing the product relative to the objection. The ask a trial close to see if you have answered the objection.

6. After you leave the person's office, why do you make notes about what went on during the business meeting? (Two point)

a. Enables you to prepare for the next business meeting with this person.

7. After the approach you move into your main presentation. What are the three parts of the presentation in their correct order? (Three points)

- a. **Product**
- b. **Marketing plan**
- c. **Business proposition**.....

Descriptions of Key Elements of Your Presentation*

1. What is the name of the organization you are calling upon?
2. What do they do?
3. Is this a prospect, present, or past customer?
4. What is the buyer's name?
5. What is/are the product(s) you will present?
6. List the specifically stated and indirect buyer's needs for the product.
7. What is your basic strategy for this sales call?
8. What sales presentation method will you use?
9. What rapport building will you use before you begin your approach?
10. What is the name of your approach?
11. What are the main benefits you will mention in your approach? These benefits should related to benefits discussed throughout the presentation and the close.
12. What are the FAB's for your product? Please list in columns.**

| Features | Advantages | Benefits |
|-----------------|-------------------|-----------------|
| a. | a. | a. |
| etc. | | |

13. What is your trial close for each FAB in your product discussion? Please list. a.
 etc.

14. What are your FAB's for your marketing plan? Please list in columns.**

| Features | Advantages | Benefits |
|-----------------|-------------------|-----------------|
| a. | a. | a. |
| etc. | | |

15. What is your trial close for each FAB in your marketing plan? Please list. a.
 etc.

16. What are your FAB's for your business proposition? Please list in columns.**

| Features | Advantages | Benefits |
|-----------------|-------------------|-----------------|
| a. etc. | a. | a. |

17. What is your trial close for each FAB in your business proposition? Please list. a.
etc.

18. What will be your suggested purchase, including such things as prices, discounts, ROI.

19. What objections do you expect from the buyer?

20. First list the category of each objection; then the name of the technique you will use to meet each objection.

a.
etc.

21. What will be your trial close for each of your responses to your expected objection? a.
etc.

22. List the name(s) of your closing technique(s) you will use. a.
etc.

23. What are the main benefits you will use for reasons to buy in your close?

24. How will your close relate to the benefits you expect the buyer to respond favorably when you asked your trial closes throughout the presentation? These responses could be verbal and/or nonverbal.

25. What is the name of your second close should it be required?

26. What is the name of your third close should it be required?

27. What will be your proof statement(s)?

28. What will be your demonstration(s)?

29. Attach a copy of your visuals to the back of your paper.

* Based upon your handout "Judging Criteria for your Sales Presentation" rubric.

Name: _____

Marketing 335
Approach, Product, Marketing Plan Discussions

Your Score Point Value

| | |
|---|----|
| Approach (attention, interest, transition) | |
| 1. _____ Professional, enthusiastic introduction..... | 1 |
| 2. _____ Asked for approval to take notes..... | 1 |
| 3. _____ Gained attention | 1 |
| 4. _____ Gained interest..... | 1 |
| 5. _____ Correctly used approach technique(s) | 1 |
| 6. _____ Made smooth transition into presentation | 1 |
| Product (matched product's benefits to buyer's needs) | |
| 7. _____ Incorporated key FAB's into SELL one..... | 2 |
| 8. _____ Incorporated key FAB's into SELL two..... | 2 |
| Marketing plan (features, advantages, benefits) | |
| 9. _____ Incorporated key FAB's into SELL one | 1 |
| 10. _____ Incorporated key FAB's into SELL one | 1 |
| Presentation mix | |
| 11. _____ Correctly used proof statement... .. | 1 |
| 12. _____ Quality of visuals... .. | 1 |
| 13. _____ Effective used of visuals..... | 1 |
| 14. _____ Incorporated effective demonstration somewhere in presentation | 1 |
| 15. _____ Appropriate nonverbal communication | 1 |
| Expected objection | |
| 16. _____ Effectively answered objections using objection handling techniques... .. | 1 |
| 17. _____ Confirms that each objection is no longer a concern of the buyer..... | 1 |
| Overall | |
| 18. _____ Well rehearsed..... | 1 |
| 19. _____ TOTAL | 20 |
| General Procedures | |
| A. Do not lay visuals on table when discussing them. | |
| B. Turn visual towards buyer, not towards yourself. | |
| C. Hold up visual and point to what you are discussing. | |
| D. Do not lean on buyer's desk. | |
| E. Sit up straight, with both feet on floor. | |
| F. Speak up! | |
| G. Be animated, as if excited about what you are discussing. | |
| 1. Move arms and hands, giving green signals. | |
| 2. Smile; be happy, glad to be talking about your great product. | |
| 3. Remember your customer needs this product and you are there to help them. | |

**Marketing 335
Judging Criteria
for Closing Sales Presentation***

Salesperson: _____ **Total Score:** _____

*(Maximum score for individual item)

Business proposition (features, advantages, benefits)

1. _____ Incorporated key SELL Sequence(s) in discussion of business proposition (2)
2. _____ Effective justification for suggested order (1)
3. _____ Correctly used pricing data to show cost(s), ROI, and other prices (1)

Close

4. _____ Correctly used first closing technique, including good reason(s) to buy (2)
5. _____ Correctly used objection handling technique (1)
6. _____ Confirms that the objection is no longer a concern of the buyer (1)
7. _____ Correctly used second closing technique, including good reason(s) to buy (2)

Presentation mix

8. _____ Quality of visual aids (1)
9. _____ Effectively used visual aids (1)

Expected objection

10. _____ Effectively answered objection using objection handling technique (2)
11. _____ Confirms that the objection is no longer a concern of the buyer (1)

If buyer does not buy

12. _____ Correctly responds in a positive manner (see script) (1)

Overall

13. _____ Well-rehearsed (4)

*You would already have your note pad out.

Marketing 335
Judging Criteria for Final Sales Presentation

Salesperson: _____ Total Score: for 500 points
*(Maximum score for individual item)

Approach (attention, interest, transition)

1. _____ Slow, enthusiastic introduction, good handshake looking in eyes, waited to be asked to be seated, gave and ask for business card (5)
2. _____ Asked for approval to take notes and did take notes (5)
3. _____ Asked for permission to ask a few questions (5)
4. _____ Correctly used approach technique(s), gaining attention, interest and made a smooth transition into presentation (20)

Product (features, advantages, benefits)

5. _____ Incorporated key SELL Sequence(s) in discussion of product (25)
6. _____ Asked appropriate trial close after each FAB (10)

Marketing plan (features, advantages, benefits)

7. _____ Incorporated key SELL Sequence(s) in discussion of marketing plan (25)
8. _____ Asked appropriate trial close after each FAB (10)

Business proposition (features, advantages, benefits)

8. _____ Incorporated key SELL Sequence(s) in discussion of business proposition (25)
9. _____ Effective justification for suggested order (10)
10. _____ Correctly used pricing data to show cost(s), ROI, and other prices (10)
11. _____ Ask appropriate trial close after each FAB (10)

Verification

12. _____ Ask trial close before closing (10)

Close

13. _____ Correctly used first closing technique, including good reason(s) to buy(25)
14. _____ If objection(s) occurs, correctly used objection handling technique(s) (10)
15. _____ Ask appropriate trial close after responding to determine if answered objection(s) and if there are other objections and/or questions (10)
16. _____ Correctly used second closing technique, if needed, including good reason(s) to buy (25)

Presentation mix (participation, proof, visual aids, persuasive communication, demonstration, dramatization)

17. _____ Correctly used proof statement(s) (25)
18. _____ Quality of visual aid(s) (10)
19. _____ Effectively used visual aid(s) (25)
20. _____ Incorporated effective demonstration(s) somewhere in presentation (25)
21. _____ Appropriate nonverbal communication throughout presentation always reflecting 'green' signals (10)

Objection(s)

22. _____ Effectively answered each objection in presentation using appropriate objectionhandling technique(s) (25)

23. _____ Confirms that each objection(s) is/are no longer a concern of the buyer (10)

If make the sale

24. _____ Slow, professional, enthusiastic exit, good handshake looking in eyes, reflecting 'green' signals (10)

If does not buy

26. _____ Slow, professional, enthusiastic exit, good handshake looking in eyes, reflecting 'green' signals, correctly used 'exit script' (10)

Overall

27. _____ Well rehearsed (110)

**Marketing 335
Personal Selling
Spring 2013**

Instructor: Charles M. Futrell, Ph.D.; Certified Professional Salesperson.
Office: 201 L Wehner Building
Office Hours: M, W, F, 10:00 to 11:00 a.m. E-mailing to set an appointment is best. I am in class most of TTh. When labs are going on, I will not have regular office hours since I will be involved with the labs. Please set up appointments using e-mail to meet in the afternoon.
Telephone: (979) 845-5889
E-mail: c-futrell@tamu.edu
WWW: http://futrell-www.tamu.edu
Note: See Professor Futrell for all instructions on tests, projects, and assignments—not the TA.

Class Meeting Times and Locations

All lectures will be held in WCBA 108; all labs will be held in WCBA 157 A-F—the small rooms.

Labs will be during your class time. You will be assigned to either Tuesday or Thursday. There maybe times when we run past your lab's ending time but this will be rare.

Course Objectives and Outcomes

The basic objectives for this course are to:

- apply the Golden Rule to the sales workplace and marketplace.
- gain an understanding of personal selling as a major function within the marketing and promotional mix of a firm.
- improve your communication ability.
- familiarize yourself with the principles of selling.
- prepare and present a sales presentation, visually, verbally, and nonverbally communicating your information using the selling skills discussed in class and in your textbook.
- consider a career in sales.

Course Approach

Classes will be a combination of discussion, various exercises (conducted both inside and outside of the classroom), and lectures. You will participate in several role-playing exercises. The purpose of these activities is to provide you with an opportunity to practice your communication and selling skills. Your class participation is expected and appreciated.

Instructor's Manual

While some will feel this is a large class size, we treat it as a smaller class. Tests and assignments are graded in a timely manner; there is ample opportunity for interaction in classroom discussions, and your professor is always available to work with you.

Course Comments or Concerns

See Dr. Rajan, Head of the Department of Marketing, 220 C Wehner.

When To Attend Lab

When labs meet, you do not attend lecture. Your “Tentative Schedule” shows the dates you attend labs.

Required Text

Charles M. Futrell, **ABC’s of Relationship Selling through Service**, 12th edition, McGraw- Hill, 2013. **You need this edition due to changes from last to new edition.**

Og Mandino, **The Greatest Salesman in the World**, Bantam Books, any copyright date.

Prerequisites

Marketing 321 - The introductory marketing course must be taken before taking this course.

Role-Play Is A Test

The role-playing exercises will test how well you understand and can apply the course materials. Role-plays also show how motivated you are to perform at a high level.

CAUTION: Preparation of a role-play takes longer than you might expect. Please start early so you have time to practice, practice, practice.

What You Will Sell In Role-Plays

You may sell the product described in pages 558 to 561. This is a B2B sales class.

Tips On Marketing 335

1. Class Procedures—administration stuff at the beginning of class.
2. Discussion—go over some materials quickly; will not leave up overheads from book; will refer you to lecture information on our web site so you can print and learn anything I say that might be on the test; do not print out assignments from our web site unless I ask you to because some are outdated for your class.
3. Test Tips—whatever I say to know—know; definitions and examples of definitions are a must to know; study as you normally do; memorize; first test is most important; key to doing better on each test is to start studying several days before the test and get rest and sleep the night

before the test.

4. Everything is related—discussion materials to homework to tests to role-plays.

Tests

Multiple-choice and essay questions will be the main format used to test your knowledge of all materials associated with the course—such as the text, lectures, videos and possible outside guest discussions. You have up to one week after receiving your test grade to review a test.

Final grade

Your final grade is based upon the official university policy. There will be no curve. A 79.9 average equals a “C.” Your final course grade will be determined by dividing your total points earned by the total points possible. Total points for the course will be 2,810 depending on whether or not you are a buyer. If you are not scheduled to be a buyer, your total points will be 2,790, for example. It is common for this to happen because a lab may not have an equal number of people in it.

| | |
|---------------------|--|
| 1,500 | points—three tests, including final |
| 20 | points—10-step Selling Process |
| 20 | points—Realistic Sales Presentation I |
| 20 | points—Realistic Sales Presentation II |
| 20 | points—role-play 1, mock interview |
| 20 | points—recruiter for role-play 1 |
| 20 | points—SPIN questions |
| 20 | points—role-play 2, approach, product, marketing plan SELL’s |
| 20 | points—buyer for role-play 2 |
| 20 | points—role-play 3, closing |
| 20 | points—buyer for role-play 3 |
| 500 | points—role-play 4, product sales presentation |
| 20 | points—buyer for role-play 4 |
| 500 | points—role-play 5, product sales presentation |
| 20 | points—buyer for role-play 5 |
| 20 | points—What’s Your Style |
| + 50 | points—The Greatest Salesman in the World 2,810 |
| | points—points for course |
| +50, 75, 100 | points—Shadow Bonus |

Your course average will be calculated as: $(\text{your total points}) / (\text{max. points for course}) = \text{your course grade}$.

Bonus grades may be available to you throughout the course. Earning bonus points does not change the course's 2,810 maximum point value. Earning 100 bonus points, for example, is like receiving an extra 100 points on a test. **A wonderful bonus project for you is the "Shadow" project described in two papers on my website. You can earn up to 100 bonus points for shadowing a salesperson on three sales calls.**

Test/Assignment/Role-Play Grade(s)

Professor Futrell will not discuss a graded work on the day it is returned to you. Why? In the past, a few students have gotten so upset over a grade, they become unprofessional. It helps a student to wait until the next day to bring a grade to your instructor's attention.

For any grade, you are asked to type out your views on the grade. At your first meeting, please give to Professor Futrell. He will gladly review, and provide feedback as soon as possible. You are asked to be professional and accurate in your write-up. Base your views on the textbook, your notes, and class discussions.

Students With Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit <http://disability.tamu.edu>.

E-Mail--You Need It! c-futrell@tamu.edu

You will be informed of class activities, grades, assignments, bonus opportunities, etc. by e-mail. If you do not have an e-mail account, please set one up. The fastest way for you to get a response from me is using e-mail. This includes questions or comments about the course.

Assignment Formats

All assignments must be typed in a single or double-spaced format; otherwise the assignment receives a grade of zero. No assignment will be accepted late unless the delay is due to an Official University Excuse. Late refers to after the class is over on the day the assignment is due.

Assignment Cover Page. You must have a cover page for all work turned in for a grade. On the cover page type: (1) your name (2) ID number (3) Marketing 335 (4) lecture section number—501, 502, 503 (5) date assignment is due (6) title of assignment.

On the page immediately after the cover page but before your assignment's answers, have the following on a page by itself.

On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.

Print Your Name

Your signature

Staple together your cover page, signed Aggie Honor Code, and answers to assignment.

If you do not have a cover page with the above information, a signed Aggie Honor Code sheet, and/or the assignment is not neatly typed it will not be graded and you will receive a "zero."

Why am I asking for the above? I will grade hundreds of assignments. Some people's handwriting is very challenging to read! This will aid in getting the grades back to you in a timely manner. Thank you for understanding.

Attendance Policy

There is no attendance policy for this class. However, make-up tests are allowed only if you have a university excused absence. You receive a zero grade if you miss a test for any other reason.

Make-up Policy. If an absence is excused, the student will be allowed to make up work within 30 calendar days from the last day of the absence. To be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence, and provide appropriate documentation for the absence. In cases where advance notification is not feasible (e.g. accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (<http://student-rules.tamu.edu/rule7.htm>). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

- 1) Participation in an activity that is required for a class and appears on the university authorized activitylist.
- 2) Death or major illness in a student's immediate family.
- 3) Illness of a dependent family member.
- 4) Participation in legal proceedings or administrative procedures that require a student's presence.
- 5) Religious holy day.
- 6) Illness that is too severe or contagious for the student to attend class.
 - a. Injury or illness of three or more class days – student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1).
 - b. Injury or illness of less than three class days – student will provide [one or both of these at instructor's discretion] the following within one week of the last date of the absence: (i.) Texas A&M University Explanatory Statement for Absence from Class form available at <http://shs.tamu.edu/forms.htm>, or (ii.) Confirmation of visit to a health care professional affirming date and time of visit.
- 7) Required participation in military duties.
- 8) Other absences may be excused at the discretion of the instructor with prior notification and proper documentation.

Conduct In the Classroom

1. We have beautiful and state-of-the-art classrooms in the Wehner Building. We want to maintain the high-quality conditions of these classrooms for students in future years. Thus, it is necessary for you to adhere to the established policy of **NO BEVERAGES, FOOD, TOBACCO PRODUCTS, OR ANIMALS** (unless approved) within the Wehner Building classrooms. Water is the only exception. This includes having closed containers on the floor, desk, being held, or able to be seen in an open book bag. Your assistance in enforcing this policy is greatly appreciated.
2. **No talking** in the classroom while your instructor is conducting the class. Please do not talk when students are contributing to class discussion, when guest speakers are visiting with you, during videos, or any time when talking can disturb others in the classroom.
3. Since etiquette is important in the business world, we will observe basic courtesies in our class as well. These include:
 - a. being present and on-time for each class section.
 - b. treating one another with dignity and respect.
 - c. wearing appropriate attire for a business classroom situation—for example, no midriff clothing, no inappropriate words/designs on clothing. See TAMU's Student Rules number 37 on "Dressing and Grooming." Also see number 47 on "Sexual Harassment."
 - d. no profane language or gestures.

Should the above occur you will be:

- A. Asked to stop talking; take food, drink, and/or tobacco products out of the room; or correct your language, gestures, or clothing. You may be asked not to come back to class without a written admission note from the Head of the Marketing Department.
- B. The second time you do not follow the above guidelines, up to 50 points will be deducted from your grade, and you will be ejected from the class. To come back to class, you must have a written admission note from the Head of the Marketing Department.
- C. Each time thereafter you will have up to 100 points deducted from your grade and be required again to leave the classroom and talk with the Head of the Marketing Department before readmission.

Please Don't Trash The Class!

Please do NOT leave behind any newspapers, other publications, or anything else that you might have brought with you to class. To walk out of a classroom with the floor littered with trash isn't fair to the incoming class. Don't mess with Texas A&M!

Copyrighted Materials

The handouts used in this course are copyrighted. By "handouts" I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, internet materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

Professor Futrell's E-Mail And Website

Please contact me anytime using e-mail. My address is: c-futrell@tamu.edu. The e-mail address is also available at the College of Business website: <http://mays.tamu.edu>. Under Majors/Departments, select Marketing and click on faculty information.

Should you need extra copies of class handouts, first check the Marketing 335 link under Classes. If not found, please contact Professor Futrell.

Aggie Code Of Honor

For many years, Aggies have followed a Code of Honor which is stated in this very simple verse:

*An Aggies does not lie, cheat, or steal or tolerate
those who do.*