

[美] 查尔斯·富特雷尔(Charles M. Futrell) 著

# 销售学基础

## 用服务赢得永久的顾客(第13版)

Fundamentals of Selling  
Customers for Life through Service(Thirteenth Edition)

美国麦格劳—希尔教育出版公司工商管理最新教材（英文版）

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清华大学出版社  
北京

Charles M. Futrell

**Fundamentals of Selling, 13<sup>th</sup> ed.**

ISBN: 9780077861019

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**图书在版编目(CIP)数据**

销售学基础:用服务赢得永久的顾客=Fundamentals of Selling:第13版:英文/(美)富特雷尔(Futrell, C.M.)

著. —北京:清华大学出版社,2015

(美国麦格劳-希尔教育出版公司工商管理最新教材)

ISBN 978-7-302-40791-1

I. ①销… II. ①富… III. ①销售学—高等学校—教材—英文 IV. ①F713.3

中国版本图书馆CIP数据核字(2015)第152292号

责任编辑:王青

封面设计:常雪影

责任印制:王静怡

出版发行:清华大学出版社

网 址: <http://www.tup.com.cn>, <http://www.wqbook.com>

地 址:北京清华大学学研大厦A座 邮 编:100084

社总机:010-62770175 邮 购:010-62786544

投稿与读者服务:010-62776969, [c-service@tup.tsinghua.edu.cn](mailto:c-service@tup.tsinghua.edu.cn)

质量反馈:010-62772015, [zhiliang@tup.tsinghua.edu.cn](mailto:zhiliang@tup.tsinghua.edu.cn)

课 件 下 载: <http://www.tup.com.cn>, 010-62770175 转 4903

印 刷 者:清华大学印刷厂

装 订 者:三河市新茂装订有限公司

经 销:全国新华书店

开 本:203mm×260mm

印 张:35.25

版 次:2015年8月第1版

印 次:2015年8月第1次印刷

印 数:1~4000

定 价:65.00元

中国的学生要不要使用英文版的教材，一直有争议。有人认为，我们应该使用自己编写的教材，这样才能更准确地反映我们在课堂上所要表述的观点。用国外的原版教材，有些隔靴搔痒，不能解决中国的实际问题。持不同意见的观点认为，尽管各国在管理体制上有意识、制度、文化等差异，但管理本身是在国际环境下具有共同性的问题。特别是，中国的企业在经济全球化的环境下，需要更多地了解国外的管理理论与现状。在这种情况下，就需要引进一些外版的教材。一则，用于满足我们教学的部分需求；二则，更好地了解外版教材的教学服务体系；三则，为我们的师生创造英语教学的环境。

在进行 2004 年本科教指委的工作规划时，我曾特别谈及，要加强对本科教育中教书“育人”、服务于学生的使命的认识，继续优化专业课程设计，扩大精品课程建设，增加专业导向课程，尤其要加强对国际商科与经济管理学科教学进展的研究，并引进最新的教学成果，包括教材及教学资源。这一切都是为了更好地为国家与社会培养更好的人才。

为此，清华大学出版社与美国麦格劳-希尔教育出版公司合作，引进出版这套“精编版”的英文工商管理教材，也是这一理念的体现。这套教材吸收国际最新教学成果，提供全方位的教学资源，并借助英语的语言媒介，将会大力提升与发展中国工商管理教学水平，提高学生使用英语语言和络手段获得长久的终身学习的能力和兴趣，进而提高我国工商界的国际竞争力。这是一件具有重大意义的工作。

在讨论引进国际上在工商管理教学的最新成果时，确定了引进本套教材及教学资源的基本格调，即对“国际最新教学成果”的几个共同认识：一是国际上教学技术的进展走到了哪一步，我们就引进到哪一步。二是要注意教学技术的发展给教学及教材带来的影响，我们要借鉴新的教学辅助手段。

最近几年，我在美国授课的过程中，注意到教学网络技术——课程管理系统（course management system, CMS）。通过这个教学辅助系统，教师可以将所要讲授的课程内容简单地张贴到一个系统化的网页上，包括教学演示文件（PPT）、章节提要（Lecture Notes）、在线阅读资料以及问答题、简答题，还有课后大作业等，还可以很简单地开设自己课程的在线论坛（BBS）。学生在注册后，便成为在线学生，通过该平台与教师交互，完成习题，在线提交作业，在线考试，自动出评测分析报告。这一切是以教师为中心，完全解决了教师对于自己教学内容以及对学生及教学过程的络化、数字化管理的问题，并可多次复用、异地复用。这个在线学习系统（BlackBoard, WebCT, eCollege 等）不同于国内各高校自己研发的以学籍管理或居于录像、课件的远程教学为中心的校园管理平台，直接解决大学的核心问题：即“大师”们对课程教学内容的管理问题，成为对教师授课

最好的在线数字化辅助支持平台。

2004 年的春季学期，中国人民大学商学院 247 位教师，所有 364 门课程全面上线，2000 多名学生在线注册学习，引发了人大商学院一场真正意义上的“教学革命”。教师与学生实现了很好地沟通与互动，学生之间也有了很好地学习讨论的天地。目前，我校商学院的经验，已经成为赛尔毕博支持国内院校教学上线发展的典范，成为 BlackBoard 在国内的示范教学网站。

课堂教学同网络平台结合之后，又给教学带来了新的挑战，也给教材和教材的出版商们带来了新的机遇。历史悠久的麦格劳-希尔教育出版公司积极适应这种挑战，在商科及经管教材的出版上做了战略性的调整：即将教材本身做“薄”，出版一批新型的、跨媒介的教材：将研讨性、探索性、展开式的学习内容放到网上，将动态交互性的内容放到网上；印刷版的教材从过去强调各章节内容全面，呈现教学过程、学习环节，转向注重概念性及引导性，展现学习的核心内容。同时，他们将与教材配套的教学资源做得更“全”，将更多的内容上线后全面依托网络，更加动态地呈现教学内容及教学过程；并为不同的教学平台提供完全解决方案，提供跨平台的不同版本的内容“子弹”。无论采用 BlackBoard 或 WebCT 等平台，教师们都可以从出版商处获得标准的教学资源包，为自己采用的教材轻松搭建课程网站，实现教学的在线革命。

总之，教学在革命，教学的手段也在革命。我们要看到工商管理教学在国际上的各种变化，努力跟上时代的发展变化，使我们的学生真正获得国际水准的教育。为此，我衷心地感谢这批教材的国外作者们，正是他们不懈的教学实践，给我们学科的发展带来源源的活力；同时感谢国内外的出版界人士，感谢他们对教材、教材市场的永恒的追求，不断地帮助我们提升教学的水准；衷心希望这批适应新的教学需要的国际最新教材的出版能抛砖引玉，再次带动整个工商管理教育无论是本科、高职高专教学，还是 MBA、EMBA 教学的发展。

子曰：“学而时习之，不亦说乎。”在这场教学革命中，我们有更大的勇气面临新的教学的挑战，将中国的工商管理教育推向世界一流！

徐二明

中国人民大学

# 出 版 说 明

为了适应经济全球化的发展趋势,满足国内广大读者了解、学习和借鉴国外先进经济管理理论和管理经验的需要,清华大学出版社与国外著名出版公司麦格劳-希尔教育出版集团合作影印出版了一系列商科英文版教材。我们所选择的图书,基本上是在国外深受欢迎、并被广泛采用的优秀教材的缩减版,其主教材均是该领域中较具权威性的经典之作。

由于原作者所处国家的政治、经济和文化背景等与我国不同,对书中所持观点,敬请广大读者在阅读过程中注意加以分析和鉴别。

我们期望这套影印书的出版对我国经济管理科学的发展能有所帮助,对我国商科的教学,尤其是商学本科的教学能有所促进。

欢迎广大读者给我们提出宝贵的意见和建议;同时也欢迎有关专业人士向我们推荐您所接触到的国外优秀图书。

清华大学出版社经管事业部

2015年6月



# ABOUT THE AUTHOR

Charles M. Futrell is a Professor of Marketing in the Mays Business School at Texas A&M University in College Station, Texas. Texas A&M University has approximately 52,000 students with 4,000 business majors and 500 marketing majors. Dr. Futrell has a B.B.A., an M.B.A., and a Ph.D. in marketing. He is a former salesperson turned professor. Before beginning his academic career, Professor Futrell worked in sales and marketing capacities for eight years with the Colgate Company, The Upjohn Company, and Ayerst Laboratories.

Dr. Futrell's research in personal selling, sales management, research methodology, and marketing management has appeared in numerous national and international journals, such as the *Journal of Marketing* and the *Journal of Marketing Research*. An article in the summer 1991 issue of the *Journal of Personal Selling & Sales Management* ranked Charles as one of the top three sales researchers in America. He was also recognized in *Marketing Education*, Summer 1997, as one of the top 100 best researchers in the marketing discipline. His work has earned him several research awards.

Presently Charles is conducting research on how faith relates to salespeople's organizational behavior. He is also investigating how students' faith helps them cope with the tremendous stresses experienced in college life. For his work, faith relates to any and all faiths of the world. Professor Futrell, as well as others, feels there is a mental health crisis on America's college campuses as well as in America's general population. Read the newspaper and watch television for proof of the stresses people are experiencing in their lives and the often devastating impact it has on their lives and the lives of others.

Professor Futrell served as the American Marketing Association's Chair of the Sales and Sales Management Special Interest Group (SIG) for the 1996–97 academic year. He was the first person elected to this position. Charles was elected Finance Chair for the Sales SIG's 1998–99 term. In 2005, this AMA group presented Charles with its Lifetime Achievement Award for commitment to excellence and service in the area of sales. In 1999, the Association of Former Students awarded him the Lowry Mays College and Graduate School of Business Distinguished Teaching Award. Mu Kappa Tau, the National Marketing Honor Society, recognized Charles for exceptional scholarly contributions to the sales profession in 2000. This is only the fourth time this recognition has been bestowed since its

creation in 1988. Charles was the recipient of Sales & Marketing Executives International's (SMEI) Educator of the Year in 2007. Among many other things, SMEI founded Pi Sigma Epsilon (PSE), the only national, co educational, professional fraternity in marketing, sales management, and selling. PSE has more than 45,000 members at 123 campuses. From January 1997 to August 2007, he was the Federated Professor in Marketing Studies at Texas A&M University. The American Marketing Association's Sales Management Special Interest Group awarded Charles the Lifetime Excellence in Teaching Award in 2012.

In the spring of 2001, Dr. Futrell was chosen as a Fish Camp (Texas A&M University's Freshman Orientation Camp) Namesake. Fish Camps are named after faculty members who have made a significant impact on Texas A&M, and nominations for the award are made by students, which makes it a very prestigious honor for instructors. He has been an associate faculty adviser for Impact, a four-day Christian summer camp for entering freshmen involving 1,000 freshmen and 300 advisers. Charles was on the leadership team of TAMU's officially recognized Christian Faculty Network of over 250 scholars. Finally, in 2010 Charles was selected by students to represent Texas A&M as Guest Coach for the baseball game against the University of Texas.

Dr. Futrell has written or co-written eight successful books for the college and professional audience. Two of the most popular books are *Fundamentals of Selling: Customers for Life through Service*, thirteenth edition, and *ABC's of Relationship Selling through Service*, twelfth edition, both published by McGraw-Hill/Irwin. These books are used in hundreds of American and international schools. From 500,000 to 1 million people worldwide have learned from Professor Futrell's books.

In 1997 Dr. Futrell began using his Web site and group e-mails in his sales classes. Students sign up for both a lecture period and lab time. In each semester's six labs, students are videotaped in activities such as making a joint sales call, panel interview, selling oneself on a job interview, product sales presentations, and various experiential exercises.

Professor Futrell's books, research, and teaching are based on his extensive work with sales organizations of all types and sizes. This broad and rich background has resulted in his being invited to be a frequent speaker, researcher, and consultant to industry.

# PREFACE

## Fundamentals of Selling, thirteenth Edition, Is Excitement!

Excitement! Never have I been as excited about a revision of *Fundamentals of Selling* as I am about the thirteenth edition. Why? 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. The thirteenth edition of *Fundamentals of Selling* helps change this so that students are introduced to the interaction of the sales process components in Chapter 1.

## There Is Much New about *Fundamentals of Selling* thirteenth Edition

One aspect that makes this edition of *Fundamentals of Selling* new is the rearrangement of the discussion of the selling process, explaining selling situations faced and how to react to them. Also important are the changes to many of the main PowerPoints and sections of the Instructor's Manual. Your students will need to use this edition, not a previous one.

## Examples of What's New

- Compare the end of Chapter 1 of this edition with the text's last edition. You will see changes in the selling process such as this throughout the book. This greatly improves the learning experience. Selling scenarios have been added to show students the interactions of the various steps of the selling process—as in Chapter 1.
- Discussion of the Golden Rule of Selling has been expanded in all 17 chapters.
- Determining personality style and adaptive selling based upon a buyer's style has been moved from Chapter 4 to Chapter 5 on communication.
- Presenting to current customers, not only to prospects, has been emphasized throughout the book.
- Chapter 9 has a seven-page expansion of the discussion of the selling process with examples of sales calls that illustrate how the elements of the sales presentation work together. Emphasis on the difference between a distributor and a wholesaler and the importance of correctly interpreting nonverbal communication to read a buyer's mind have been added to this chapter.

- Two role plays that can also be used as cases.
- A new 10-step model has been added with an example of how to close more than once and what to do if the prospect/customer does not buy.
- Student role-plays of a job interview with the student getting the job and then selling the organization's product involved in the Sell Yourself exercise or any of the cases at the end of the book. I do this. Students love it! Videos are provided to show students selling in an interview situation and selling products. A few people use the Sell Yourself exercise for their main role-play rather than have students sell a product to a buyer.
- Role-plays at the end of the book have been reworked to make it easier for the instructor and the student to explain and construct the sales presentation. They can be used as cases, especially the two cases X dot (A) and (B).
- Cases can have been made more straightforward. Some cases can be used as role-plays.
- Materials have been created to help the instructor who is teaching the course for the first time, the professor changing textbooks, as well as the seasoned veteran who has taught the course 20 or more times.
- Significant improvements have been made to this thirteenth edition of *Fundamentals of Selling*. As possibly the textbook with the largest market share, one reason for its success is that it trains readers on a specific, yet generic, step-by-step selling process that is universal in nature. The selling process can be used in selling any type of good or service in any situation—business-to-business, consumer, group, retail, resellers, phone, anywhere where buyer and seller come together.
- Students will find it easy to create their class project sales presentation role-play because of knowing what to do first, second, third, and so on.
- Arguably, no other personal selling textbook presents the sales process in such an organized, comprehensive manner—from planning the approach to closing and follow-up for exceptional customer service, all within an ethical framework.

Obtaining new customers and retaining present ones are the main challenges of salespeople. Increase in sales and profits is up to the sales personnel—the people who represent their employers through interacting with present or prospective customers. Sales professionals strive to create a long-term business



relationship, which implies that personal relationships with clients are formed. Consumers want to buy from someone who cares about their needs. People do business with the people they trust, and they trust the people they know.

A megatrend in today's business world involves going to extreme efforts to meet consumer needs. Organizations cannot afford to lose customers. It is always easier to sell to a satisfied customer than an unsatisfied one. The cost of acquiring a new customer is higher than keeping a present customer.

This textbook focuses on taking care of the customer through exceptional customer service. Service means making a contribution to the welfare of others. Salespeople exist to help others.

### More New Additions, Expansions, and Reexaminations to this Edition

Using this textbook each year in my sales classes has resulted in a constant study of the text by students who provide feedback on its content. Present users of the textbook have offered detailed critiques providing direction for revision of the book, as have the reviewers noted in the Acknowledgments. For this edition, I carefully reread the book to ensure that the text better reflects my thoughts and ideas on the subject. The relationships and interactions in the various steps of the selling process have been carefully examined to form a more seamless flow from one chapter to the next, and special emphasis is placed on the importance of ethical behavior in working with prospects and customers.

Scores of sales personnel in the industry today comment on how this textbook reflects what they do on sales calls with prospects and customers. The goal of *Fundamentals of Selling* has always been to demonstrate to students the order of steps within the selling process; provide numerous examples of what should be in each step; and explain how the steps within the selling process interact with one another. If students understand the sales system by the end of the course, the class has successfully contributed to their education.

### More Examples of New Additions

*Fundamentals of Selling* is a market leader in sales classes worldwide, and its materials can be found in four international versions. Numerous sales trainers around the globe use our selling process to prepare their salespeople.

### The Uniqueness of *Fundamentals of Selling*

The appendix to Chapter 1, "The Golden Rule of Personal Selling as Told by a Salesperson," reveals this textbook's unique central focus—serving others unselfishly. To aid in this message, the acclaimed worldwide Golden Rule was incorporated in order to stress treating others as you would like to be treated in the marketplace and workplace.

The textbook's foundation is based on service. Its cornerstone is love (caring) for others. *Fundamentals of Selling*'s values are supported by the pillars of an organization's—and individual's—integrity, trustworthiness, and character (see Exhibit 3.7). The center of business and personal life revolves around personal interactions; as a result, a theme of this textbook is that ethical service, based upon truth between people, builds strong long-term relationships.

*Fundamentals of Selling* seeks to prepare people for the 21st century's demand for moral and ethical treatment—a universal declaration for human rights. It is a calling for a higher standard than what previously exists in many organizations worldwide. The General Assembly of the United Nations has proclaimed that humans possess reason and conscience and should act toward one another in a spirit of brotherhood. Organizations should not be engaged in war within the marketplace, but committed to serving humankind.

Many people seem to separate their personal life from their business life. Some individuals, when entering the business world, tend to follow the example of others to generate sales. The use of this textbook in your classroom may provide some students with a final opportunity to discuss how to enter the rat race without becoming a rat.

### *Fundamentals of Selling* Approach

*Fundamentals of Selling* was conceived as a method of providing ample materials that allow readers to construct their own sales presentations after studying the text. This allows the instructor the flexibility of focusing on the "how-to-sell" approach within the classroom. Covering the basic foundations for understanding the concepts and practices of selling in a practical, straightforward, and readable manner, it provides students with a guide to use in preparing sales presentations and role-playing exercises.

### The Philosophy behind This Book

The title should help you understand the philosophy of this book. A student of sales should understand the fundamentals—the basics—of personal selling. All of them. I do not advocate one way of selling as the best route to success! There are many roads to reaching one's goals.

I *do* feel a salesperson should have an assortment of selling skills and should be very knowledgeable, even an expert, in the field. Based on the situation, the salesperson determines the appropriate actions to take for a particular prospect or customer. No matter what the situation, the basic fundamentals of selling can be applied.

There is no place in our society for high-pressure, manipulative selling. The salesperson is a problem solver, a helper, and an adviser to the customer. If the customer has no need, the salesperson should accept that and move on to help another person.

or firm. If the customer has a need, however, the salesperson should and must go for the sale. All successful salespeople I know feel that once they determine that the customer is going to buy someone's product—and that their product will satisfy that customer's needs—it is their job to muster all their energy, skill, and know-how to make that sale. That is what it's all about!

It is my sincere hope that after the reader has studied this book, he or she will say, "There's a lot more to selling than I ever imagined." I hope many people will feel that this material can help them earn a living and that selling is a great occupation and career.

At the end of the course, I hope all the students will have learned how to prepare and give a sales presentation by visually, verbally, and nonverbally communicating their message. I know of no other marketing course whose class project is so challenging and where so much learning takes place.

Finally, I hope each student realizes that these new communication skills can be applied to all aspects of life. Once learned and internalized, selling skills will help a person be a better communicator throughout life.

## Basic Organization of the Book

The publisher and I worked hard to ensure that *Fundamentals of Selling* would provide students with the basic foundation for understanding all major aspects of selling. The 17 chapters in the text are divided into four parts:

- **Selling as a Profession.** Emphasizes the history, career, rewards, and duties of the professional salesperson and illustrates the importance of the sales function to the organization's success. It also examines the social, ethical, and legal issues in selling.
- **Preparation for Relationship Selling.** Presents the background information salespeople use to develop their sales presentations.
- **The Relationship Selling Process.** At the heart of this book, this part covers the entire selling process from prospecting to follow-up. State-of-the-art selling strategies, practices, and techniques are presented in a "how-to" fashion.
- **Managing Yourself, Your Career, and Others.** The importance of the proper use and management of one's time and sales territory is given thorough coverage. Two chapters cover the fundamentals of managing salespeople. For many students, this is their only exposure to what a sales manager does in this challenging job.

## Special to This Edition

**Ethics Emphasized.** Unselfish and ethical service to the customer underscores the Golden Rule of Personal Selling—a sales philosophy of unselfishly treating others as you would like to be treated without expecting reciprocity. This is how you build long-term relationships with customers.

**The Golden Rule Icon.** The Golden Rule icon appears in each chapter to help reinforce the Tree of Business Life. The combination of the Golden Rule and the "Tree" guidelines for business and selling forms the core theme of this textbook. Unselfishly treating prospects/customers as you would like to be treated without expecting something in return results in ethical service that builds true long-term relationships. If you think about it, this is how you build true personal friendships. Why not build your business relationships on this rock?

**Video Cases.** Cases 3.1, 3.2, 5.3, 6.5A, 8.3, 11.3, 13.4, and 14.3 can be used independently or with eight of the videos accompanying this book. Each of the eight cases highlights a tough ethical dilemma often faced by sales personnel in today's competitive marketplace. Use any or all of these cases to emphasize ethics in your sales class.

**Sales Call Role-Plays and ProSelling Videos.** All four of the role-plays in Appendix A of this book have videos created incorporating our selling process. The two people featured in the role-plays completed my selling course. The professional selling materials in Chapters 8, 9, 10, 11, 12, and 13 do a great job in illustrating. Actually used in my classes by hundreds of students, these role-plays are created from information used by today's top sales forces.

**Sell Yourself on a Job Interview.** This all-time favorite role-play is in Appendix B with other experiential exercises. For years I have used this student pleaser in both my personal selling and sales management classes. When students see themselves on video, they quickly realize what needs to be done for a professional interview. You have to try this exercise one time!

**Student Application Learning Exercises (SALES).** Chapters directly related to creating the role-play have SALES that aid students in better understanding how to construct this popular class project. These were first used in my classes in the fall of 1997. Students unanimously felt they were great in helping them correctly construct their role-plays. SALES appear at the end of Chapters 4, 6A, 8, 10, 11, 12, and 13.

**Sales Careers.** Career information has been expanded throughout so students will better understand that there are sales jobs in all organizations—business, service, and nonprofit.

**Selling Experiential Exercises.** These end-of-chapter exercises help students better understand themselves and/or the text material. Many can be done in class or completed outside and discussed in class.

**Selling Globally Appendix.** Many of these were written by friends and colleagues from countries around the world. They are at the back of the book.

**Technology in Selling.** A central theme within each chapter shows the use of technology and automation in selling and servicing prospects and customers.

## Text and Chapter Pedagogy

Many reality-based features are included in the thirteenth edition to stimulate learning. One major goal of this book is to offer better ways of using it to convey sales knowledge to the reader. To do this, the book includes numerous special features:

**Photo Essays.** The book features many photographs accompanied by captions that describe sales events and how they relate to chapter materials.

**Chapter Topics and Objectives.** Each chapter begins with a clear statement of learning objectives and an outline of major chapter topics. These devices provide an overview of what is to come and can also be used by students to see whether they understand and have retained important points.

**Sales Challenge/Solution.** The text portion of each chapter begins with a real-life challenge sales professionals face. The challenge pertains to the topic of the chapter and will heighten students' interest in chapter concepts. The challenge is resolved at the end of the chapter, where chapter concepts guiding the salespersons' actions are highlighted.

**Making the Sale.** These boxed items explore how salespeople, when faced with challenges, use innovative ideas to sell.

**Selling Tips.** These boxes offer the reader additional selling tips for use in developing their role-plays.

**Artwork.** Many aspects of selling tend to be confusing at first. "What should I do?" and "How should I do it?" are two questions frequently asked by students in developing their role-plays. To enhance students' awareness and understanding, many exhibits have been included throughout the book. These exhibits consolidate key points, indicate relationships, and visually illustrate selling techniques.

**Chapter Summary and Application Questions.** Each chapter closes with a summary of key points to be retained. The application questions are a complementary learning tool that enables students to check their understanding of key issues, to think beyond basic concepts, and to determine areas that require further study. The summary and application questions help students discriminate between main and supporting points and provide mechanisms for self-teaching.

**Key Terms for Selling/Glossary.** Learning the selling vocabulary is essential to understanding today's sales world. This is facilitated in three ways. First, key concepts are boldfaced and completely defined where they first appear in the text. Second, each key term, followed by the page number where it was first introduced and defined, is listed at the end of each chapter. Third, a glossary summarizing all key terms and definitions appears at the end of the book for handy reference.

**Ethical Dilemma.** These challenging exercises provide students an opportunity to experience ethical dilemmas faced in the selling job. Students should review the definition and explanation of ethical behavior in Chapter 2 before discussing the ethical dilemmas.

**Further Exploring the Sales World.** These projects ask students to go beyond the textbook and classroom to explore what's happening in the real world. Projects can be altered or adapted to the instructor's school location and learning objectives for the class.

**Cases for Analysis.** Each chapter ends with brief but substantive cases for student analysis and class discussion. These cases provide an opportunity for students to apply concepts to real events and to sharpen their diagnostic skills for sales problem solving.

As you see, the publisher and I have thoroughly considered how best to present the material to readers for maximizing their interest and learning. Teacher, reviewer, and student response to this revision has been fantastic. They are pleased with the readability, reasonable length, depth, and breadth of the material. You will like this edition better than the previous one.

The cases can also be used as role-plays and vice versa. Here you may use this textbook for a sales management and/or personal selling class.

## Teaching Supplements

**Instructor's Manual.** Loaded with ideas on teaching the course, chapter outlines, commentaries on cases, answers to everything—plus much more—the Instructor's Manual is a large, comprehensive time saver for teachers.

**Test Bank.** The most important part of the teaching package is the Test Bank. We gave the Test Bank special attention during the preparation of the thirteenth edition because instructors desire test questions that accurately and fairly assess student competence in subject material. The Test Bank provides hundreds of multiple-choice and true/false questions. Each question has been rated for level of difficulty and designated with the page number in the text to locate the correct answer so that instructors can provide a balanced set of questions for student exams.

**Course Web Site.** At [www.mhhe.com/futrellFOS13e](http://www.mhhe.com/futrellFOS13e), you can access downloadable versions of instructor support materials.

■ **A PowerPoint Presentation.** A state-of-the-art program offering hundreds of lecture slides. These slides can be customized for any course. They are great!

■ **Computerized Test Bank.** The Computerized Test Bank allows instructors to select and edit test items from the printed Test Bank and to add their own questions. Various versions of each test can be custom-printed.

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