

McGRAW-HILL INTERNATIONAL EDITION

SELLING

Building Partnerships







SELLING: BUILDING PARTNERSHIPS

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ISBN 978-0-07-131425-1 MHID 0-07-131425-3 To Susie—you're still my best friend, my trusted confidant, and my partner in all things. And to my Creator, Redeemer, and Friend, without whom I would be nothing.

-Steve Castleberry

To Karen—you make all the hard work worthwhile. —Jeff Tanner

PREFACE

To start the preface of the last edition, we wrote, "The selling profession is at a critical time. For that past two vears, Manpower, the placement agency, has reported that sales is the most difficult job to fill. Never in our 20 years of teaching sales have we seen the demand for professional salespeople to be so great, which presents you with a great opportunity. You have an opportunity to participate in a period of rapid change for the sales profession as you prepare young people for a career." Then the economic tsunami hit, and things changed rapidly. You know that even good salespeople were affected by the economic tsunami of 2008 and 2009. But some aspects haven't changed. Finding good salespeople is still difficult for most companies. And our sales students are still in high demand. At the same time, more collegeeducated sales professionals are now in the field than ever before, and they demand excellence from our students. Salespeople are being asked to do more because they are a critical element in the value chain. Partnering skills, internal and external, are more important than they've ever been.

As a result, we've remained faithful to the premises that caused us to write the first edition almost 20 years ago:

- Partnering skills are critical skills for all businesspeople.
- Adaptive communication skills—probing, listening, and presentation—are important in all areas of life, but especially for salespeople.
- Students need to practice these skills through role playing.
- Helping people make the right decisions is not only the most ethical sales strategy but also the most effective strategy for long-term success.

At the same time, we've recognized that several factors are changing the face of selling:

- Increased use of multichannel go-to-market strategies, including inside sales.
- Changing roles for both technology and salespeople.

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- Rapid economic change and the impact of the recession.
- Changing trends in how organizations buy specifically continue increased use of technology, selfservice, and supplier relationship management.

As we've revised the text, faithful adopters will see that we've held to the principles that made this book unique when it was launched and kept it in a leadership position. While others may have tried to copy role playing, partnering, or technology, none have truly captured the essence that makes this book the leading text.

WHAT'S NEW IN THE EIGHTH EDITION

- "Selling Yourself"—a new feature at the end of each chapter that relates the material in the chapter to the student's life right now. It's more than just the student's job search process, however. Selling Yourself helps students see the connections among the chapter material and all aspects of their lives, such as how a student can sell an organization to new members, how to work with apartment managers to resolve issues, how to improve interactions with friends and family members, how to add value as a group member in a class team project, and so forth.
- Original examples written specifically for this book, provided by current sales programs and salespeople, many of whom took the class and used this book.
- New chapter-opening profiles—all chapters open with a real salesperson or sales manager's perspective on the chapter. Each profile is new and original to this edition, and we've also integrated the profiles into each chapter as a running example to increase this feature's functionality.
- All new "Building Partnerships"—boxed features that provide more detailed examples of chapter material and present chapter material in a slightly different light.

- New "Sales Technology" boxed features in each chapter, many new to this edition, that illustrate how technology is used. The result is a much better understanding of what professionals are calling Sales 2.0 or Sales in the Cloud (cloud computing). You'll find many types of technology, including knowledge management technology, CRM technology, and even GPS technology used in routing sales calls.
- All new "From the Buyer's Seat"—this feature was introduced in the last edition, and the feedback was overwhelmingly positive. Buyers, though, are no more stationary than salespeople, so we've created all new features for this edition, integrating the best of the last edition into the text.
- **Feature questions**—embedded in the end-ofchapter material are discussion questions that direct students back to the profiles, "Building Partnerships," "From the Buyer's Seat," and "Sales Technology" features so these features are read and used more fully.
- New NetSuite role plays—we've written a new set of role plays featuring NetSuite, the software used in the National Collegiate Sales Competition. Net-Suite is a hosted application, and its Web site has role-based demonstrations so students can learn what the product does for different people in the sales organization. At the end of most chapters you will find a role play using NetSuite, and additionally there are 10 prospect scenarios (with two buyer information sheets each in the Instructor's Manual) at the end of the book.

IMPORTANT FEATURES OF SELLING: BUILDING PARTNERSHIPS

The importance of partnering to business and partnering skills to students has changed the way sales is done and taught. Moreover, partnering changes the way buyers buy. Several unique features place this book at the cutting edge of sales technology and partnering research:

- A continued emphasis on the partnering process, with recognition that multiple sales models may be appropriate in a company's total go-to-market strategy. We focus on the partnering process as the highest level of selling because the other models of transaction—focus, problem solver, and relational partner—still need to be learned as a foundation to partnering.
- 2. A thorough description of the partnering and buying processes used by business firms and the changes occurring in these processes. A number of important

trends affecting buyers, such as supplier relationship management (SRM), also affect sellers.

- 3. A discussion of methods of internal and external partnering so that the supply chain delivers the right value, in recognition of the salesperson's role in relationship management and value creation. This emphasis also broadens the applicability of the course for students who may not be interested in a sales career.
- An emphasis throughout the text on the need for salespeople to be flexible—to adapt their strategies to customer needs, buyer social styles, and relationship needs and strategies.
- 5. A complete discussion of how effective selling and career growth are achieved through planning and continual learning.
- 6. An emphasis on the growing need for salespeople in organizations to carry the voice of the customer to all parts of the organization and beyond to suppliers and facilitators. This role is reflected in new product development, supply chain management, and many other functions in a customer-centric organization.

These unique content emphases are presented in a highly readable format, supported by the following:

- Ethics questions—at least two questions at the end of each chapter relate the chapter material to ethics.
- Four-color exhibits and photographs to support the examples highlighted in the book. Students find this book to be easy to read and use.
- **"Thinking It Through"**—these features embed discussion questions into the text itself; for this edition, we've also offered teaching suggestions to integrate this feature more fully. There are several of these features in each chapter.
- Minicases two small cases are available at the end of each chapter. These are useful for in-class exercises or discussion or as homework.
- **Ethics icon**—because we've emphasized ethical partnering since the inception of this book, we high-light the integration of ethics by noting any ethics discussion with an icon in the margin. You'll find ethics discussed in every chapter.
- **Key terms**—each key term defined in a chapter is listed at the end of the chapter, along with the page number on which the term is discussed. Key terms reflect current usage of sales jargon in the field, as well as academic terms.
- **Glossary**-key terms are also defined in a glossary at the end of the book.

FOR FACULTY

- Instructor's manuals are available with any text, but the quality often varies. Because we teach the course to undergraduates, as well as presenting and participating in sales seminars in industry, we believe that we have created an Instructor's Manual (available at the Online Learning Center, www.mhhe.com/castleberry8e) that can significantly assist the teacher. We've also asked instructors what they would like to see in a manual. In addition to suggested course outlines, chapter outlines, lecture suggestions, and answers to questions and cases, we include helpful suggestions for how to use the video segments. On that site, you'll also find the slides, which are integrated into our teaching notes.
- Slides are available in PowerPoint, but given feedback from users (and our own experience), we've simplified their presentation. They are easily adapted to your own needs, and you can add material as you see fit.
- NEW video clips are on the Instructor's DVD. Several companies have graciously offered video segments, plus we've recorded and produced our own in conjunction with companies. As we continue to get new segments, adopters will find these available from our Web site (www.sellingbuildingpartnerships.com) so you can either download them or simply access the Web site during class if your classroom is Webenabled. Use these videos to illustrate individual techniques of selling quickly and easily.
- We also include many of the in-class exercises we have developed over the years. These have been subjected to student critique, and we are confident you will find them useful. You will also find a number of additional role play scenarios.
- Students need to practice their selling skills in a selling environment, and they need to do it in a way that is helpful. Small group practice exercises, including role playing, complete with instructions for student evaluations, are provided in the Instructor's Manual. These sessions can be held as part of class but are also designed for out-of-class time for teachers who want to save class time for full-length role plays.
- The **Test Bank** has been carefully and completely rewritten. Questions are directly tied to the learning goals presented at the beginning of each chapter and the material covered in the questions and problems. In addition, key terms are covered in the test questions. Application questions are available so students can demonstrate their understanding of the key concepts by applying those selling principles.

- The Web site, www.sellingbuildingpartnerships . .com, is your Web site. This Web site is a place for faculty to share materials, as well as a place where it is easy for us to quickly bring you up-to-date materials. Here you will find short slide decks (three to five slides) about current sales and sales management research that is template-free so you can integrate it into existing presentations as you see fit. You will also find new videos, presentation slide decks from other faculty and sales professionals, job announcements for students, and other materials designed to support your teaching. Short cases from previous editions are also posted there if you would like to include these as essay questions on exams or in-class exercises. We hope you will also contribute to the site. Instructor materials are password-protected so students do not have access to them.
- New chapters at www.sellingbuildingpartnerships .com you'll find several new chapters that students can access, such as Writing Proposals, Account Management, and others. We use these chapters ourselves in advanced selling classes, but you may find these necessary in your introductory sales course or in a sales management course. Students can access and download these chapters at no cost.

PARTNERING: FROM THE FIELD

Faculty who use our book have reviewed it and offered suggestions, and we have taken their comments seriously. What is different is that sales executives and field salespeople who are locked in the daily struggle of adapting to the new realities of selling also reviewed *Selling: Building Partnerships*. They have told us what the field is like now, where it is going, and what students must do to be prepared for the challenges that will face them.

Students have also reviewed chapters. They are, after all, the ones who must learn from the book. We asked for their input prior to and during the revision process. And judging by their comments and suggestions, this book is effectively delivering the content. There are, however, several places where their comments have enabled us to clarify material and improve on its presentation.

As you can see in "About the Authors," we have spent considerable time in the field in a variety of sales positions. We continue to spend time in the field engaging in personal selling ourselves, as well as observing and serving professional salespeople. We believe the book has benefited greatly because of such a never-ending development process.

Acknowledgments

Staying current with the rapidly changing field of professional selling is a challenge. Our work has been blessed with the excellent support of reviewers, users, editors, salespeople, and students. Reviewers include the following:

Jim Boles, Georgia State University Leff Bonney, Florida State University Brad Cox, Midlands Technical College Edward Friz, Middle Tennessee State University Dana Hale, Georgia Southern University Doug Hughes, Michigan State University Tará Lopez, Southeastern Louisiana University Christine Seiler, Bowling Green State University Karl Sooder, University of Central Florida

Readers will become familiar with many of the salespeople who contributed to the development of the eighth edition through various selling scenarios or profiles. But other salespeople, sales executives, buyers, and sales professors contributed in less obvious, but no less important, ways. For providing video material, reviewing chapters, updating cases, providing material for selling scenarios, and other support, we'd like to thank the following:

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In addition to the support of these individuals, many companies also provided us with material. We'd like to express our sincere gratitude for their support.

The McGraw-Hill team, as is the usual, was wonderful to work with. Laura Spell is our sponsoring editor, and we're happy to welcome her to the project. Jonathan Thornton is our editorial coordinator and is blessedly dogged in staying on top of things. Jaime Halteman is our intrepid marketing manager and started working with us on the previous edition—we look forward to more innovations such as the webinars and other activities. We're glad to have Lori Koetters as our capable and easy-to-work-with project manager, and Michael McCormick served as production supervisor. We really like the design of this and the previous edition—thanks to Joanne Mennemeier's contribution as designer. Jeremy Cheshareck was another one who is both capable and easy to work with. Suresh Babu is the media project manager, and we hope to lean on his talents to continue to provide you with excellent media resources.

Several people assisted in research and manuscript preparation, and we gratefully appreciate their help: Jeannie Castleberry and W.T. Tanner. Students who made helpful comments and reviewed for us include Joanna Browne and John R. Tanner. Many other students and teachers have made comments that have helped us strengthen the overall package. They deserve our thanks, as do others who prefer to remain anonymous.

> —Steve Castleberry —Jeff Tanner

ABOUT THE AUTHORS

STEPHEN B. CASTLEBERRY



Dr. Castleberry received his PhD from the University of Alabama in 1983. He taught at the University of Georgia for six years and for three years was UARCO Professor of Sales and Marketing at Northern Illinois University. Currently he is a professor of marketing at the University of Minnesota Duluth. He has received seven awards for teaching excellence, including the

highest recognition by the University of Minnesota system of its most distinguished scholar teachers. His commitment to teaching has resulted in a number of cases, as well as articles in the *Journal of Marketing Education*, *Business Case Journal*, and *Marketing Education Review*, that describe his teaching style and methods.

Dr. Castleberry's research has been published in many journals, including the Journal of Personal Selling and Sales Management, Industrial Marketing Management, Journal of Selling and Major Account Management, Journal of Business and Industrial Marketing, Journal of Business to Business Marketing, Journal of Marketing Management, Journal of Consumer Marketing, Journal of Business Research, Journal of the Academy of Marketing Science, and International Journal of Research in Marketing. He has also presented his work at the National Conference in Sales Management, as well as other national and regional conferences. He is past marketing editor of the Journal of Applied Business Research and serves on several journal editorial boards. He has received research grants and support from entities such as the London Business School, Gillette, Quaker Oats, Kimberly Clark, Proctor & Gamble, Coca-Cola Foods Division, and the Alexander Group/JPSSM.

Dr. Castleberry appeared as an academic expert in eight segments of *The Sales Connection*, a 26-segment video production shown on national PBS TV stations. He also appeared as the special guest on several broadcasts of *Sales Talk*, a nationally broadcast call-in talk show on the Business Radio Network. Dr. Castleberry has held various sales assignments with Burroughs Corporation (now Unisys), Nabisco, and G.C. Murphy's and has worked as a consultant and sales trainer for numerous firms and groups. His interests outside academic life include outdoor activities (canoeing, hiking, bicycling, snowshoeing, skiing, and so on) and everything related to living on his 100-acre farm in northern Wisconsin. He is an elder in his church and a volunteer firefighter and first responder in the small township he lives in. He and his wife currently own and operate a publishing company, marketing and distributing popular press books internationally.

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JOHN F. TANNER, JR.



Dr. Tanner is the research director of Baylor University's Center for Professional Selling and associate dean of research and faculty development. He earned his PhD from the University of Georgia. Prior to entering academia, Dr. Tanner spent eight years in industry with Rockwell International and Xerox Corporation as both salesperson and marketing manager.

Dr. Tanner has received several awards for teaching effectiveness and research. His sales teaching efforts have been recognized by student organizations, Sales & Marketing Management, and the Dallas Morning News. Dr. Tanner has authored or coauthored 13 books, including Business Marketing: Connecting Strategy, Relationships, and Learning with Bob Dwyer, and The Hard Truth about Soft Selling with George Dudley.

Research grants from the Center for Exhibition Industry Research, the Institute for the Study of Business Markets, the University Research Council, the Texas Department of Health, and others have supported his research efforts. Dr. Tanner has published over 65 articles in the Journal of Marketing, Journal of Business Research, Journal of Personal Selling and Sales Management, international journals, and others. He serves on the review boards of several journals, including Marketing Education Review, Journal of Personal Selling and Sales Management, and Industrial Marketing Management.

Dr. Tanner writes a weekly blog, TannerismsonTuesday, about sales and sales management topics. An internationally recognized speaker and author on issues regarding customer relationships, Dr. Tanner has presented seminars at international conventions of several trade organizations, including the International Exhibitor's Association and the Canadian Association of Exposition Managers. Since 2006 he has taught executive and graduate programs in India, Australia, Trinidad, Colombia, Canada, France, the United Kingdom, and Mexico, primarily as part of the CRM at the Speed of Light executive certification program.

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Walkthrough

Selling: Building Partnerships was the first text to bring a partnership/ relationship approach into the selling course, offering a solid framework on which to hang plenty of practice and real-world application. The eighth edition of this popular text builds on that foundation with updated content, improved handson exercises, and powerful technology that's sure to make the material more engaging for professors and students alike.

The chapter opening profiles in this edition are the product of strong selling partnerships. Faculty from around the country introduced Steve Castleberry and Jeff Tanner to their former students who had gone on to careers in sales. The results are exciting new profiles from sales professionals who were students with an earlier edition and understand the philosophy of this book. Students can easily relate to these young professionals who have benefited from wonderful faculty and Selling: Building Partnerships.

"Buyers will object when they think you ard DUMB, which means that the salesperson Doesn't Understand My Business."

PROFILE My name is Rachel Gober, and I graduared from Texas State University in December 2008 with a bachelor's degree in marketing. I was honored to participate at the National Collegiate Sales Competition in 2007, where our sales team was privileged to be led by the one and only Mrs. Vicki West.

The National Collegiate Sales Com petition is actually where I was recruited

by Standard Register, a company that specializes in document management systems and services for the health care, industrial manufacturing, financial services, government, retail, and transportation

industries. During my experience here so far, I have found three keys to helpfully respond to objections: (1) anticipate objections and pre-pare your response, (2) reduce objections from the beginning by helping the buyer to trust you, and (3) ask questions and listen to the answers.

In sales, you are going to get objections from prospects at every stage in the sales cycle, so you might as well be ready for them. When I first started making cold calls, I had a list

of typical objections that our reps hear, and wrote out responses to each of them. I kept this sheet in front of me every day when I was on the phone until I felt comfortable with them. It may sound corny, but some buyers use objections just to make you nervous or to get you off the phone or out of you nervous or to get you off the phone or out of their office, so it is better to be prepared than to be left stuttering and mumbling. For example, this is typical: Prospect's objection: "What are you try-ing to sell me?" My response: "At this point I'm not trying to sell anything. I don't know enough about

your current process to recomi a solution, so right now I would just like to set an appointment with you to learn more about it." Once 1 set the appointment, 1 try to

find ways to help the buyer trust me. This often reduces objections. For example, buyers will object when they think you are DUMB, which means that the salesperson Doesn't Understand My Business. Many times, at my initial meetings with prospects, I will explain to them the DUMB acronym, and ask them questions about their business so they know I am not trying to sell them something; rather I am trying to learn more about them so that I can put

on their side, and you understand where they are coming from. For example, a common objection is "We are happy the way we are currently doing things." By asking simple questions like "How's that working for you?" or "That's great, I'm glad you have a system that works for you, but what could make it better?" you will typically uncover areas for improvement that your product or service might be able to help with.

I think of objections as an opportunity to build relationships with my customers, gain knowledge about their business, and learn how to sell to them

Visit our Web site at www.standardregister.com.

together a custom solution that best fits their needs. It is important to let buyers know that you are

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ETHICS PROBLEMS

 You know that American Airlines and Delta Airlines both have goals for purchasing from womenand minority-owned businesses (see "Building Partnerships 3.1"). You have a product that is innovative and patented, and it will save airlines like American and Delta over 30 percent in fuel costs. But your business does not qualify as woman- or minority-owned because you are a white male, so you are thinking of bringing a partner into the business—your sister. Is this appropriate? Or

would it be better to license the product to an already certified minority-owned business?2. You are talking about this class to someone

who isn't familiar with business. When you mention you are studying how people make buying decisions and that this information will help you become a better salesperson, your friend says you are just trying to learn how to manipulate people more effectively. How do you respond? Professional sales **ethics** have always been the hallmark of this text, and the new edition integrates ethics throughout each chapter, as well as in discussion questions devoted to this topic. Each chapter has separate ethics discussion questions, some of which were suggested by former students' experiences or current events.

If you want to sell a part such as a belt for a John Deere harvester made in Ottumwa, Iowa, then you must be able to sell and service this plant in Arc-les-Gray, France, too. manuf that gl plexity key fac

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Many technologies, including the sales cloud (or Sales 2.0 technology), PDAs, GPS, the Internet, and CRM software, have changed how salespeople operate. The eighth edition includes all new illustrations with its feature **"Sales Technology,"** which discusses how selling and technology interact within the context of each chapter.

Current and continued emphasis on selling examples from Canada, Mexico, and all around the globe reflects the reality of the global nature of selling.



WEB-ENABLED WORD OF MOUTH

Facebook, Google Buzz, Twitter. Only a few years ago, none of these brands existed. Now they are dominant ways for people to access the Internet and each other. What does this mean for buyers?

Web reviews are one implication. When a buyer wants to evaluate a potential supplier, not only are there articles about how good (or bad) the supplier is, there are also blogs, tweets, and postings on review sites such as Epinions. Most consumers, especially those under 40, use

use the information to create new services that might make Dell's offerings more attractive.

Customers also want to be able to offer input into new product development and use the Web to do so. Microsoft created an advertising campaign about Windows 7, presenting stories of individuals who claim responsibility for coming up with the ideas that became new features. Whether or not customers actually created those ideas is another story, but the campaign played to the desire customers have to offer ~ thinking it through

Review the stages in the decision-making process described earlier in the chapter Do you go through those stages when making an important purchase? How does the Internet affect the way you buy products and services? What effect does it have on each stage of the process?

"Thinking It Through" boxes (two per chapter) are engaging exercises that can inspire classroom dialogue or serve as a short-essay exam question to help students experience concepts as they read.

"From the Buyer's Seat" is an allnew original feature that provides students with a buyer's inside perspective. "Building Partnerships" boxes examine how successful salespeople build relationships. All are original to the book-many using examples provided by former students and other sales professionals.



By James Hill, Cliffs

I'm a senior buyer for Cliffs, a large U.S. mining company. Some of my salespeople are truly outstanding, and I enjoy doing business with them. For example, I buy \$4.5 million worth of motors each year. I partner with my motor suppliers, and they are excellent at communicating with me and keeping me informed.

3.1

I also need to know "good news" as well. One of my suppliers from Japan was shipping in several large motors, each of which weighed over four tons. Well, the supplier shipped them earlier than he had informed me. They arrived early, and I didn't have a crane available to unload them. Con municating with me that they were shipping early could have avoided many headaches when the trucks arrived!



DEVELOPING A DIVERSE SUPPLIER BASE

For many years, increasing supplier diversity has been an objective for businesses. According to Sherri Macko, manager of supplier diversity at American Airlines, her gible economic benefits." company believes that success comes from diversity. value in supplier diversity lies in the way these suppli-ers sometimes offer a different approach to meeting our needs and their flexibility to do whatever it takes to get the job done," she says.

owned by minorities, women, and disabled veterans. nities to sell to Delta.

commitment to supplier diversity has been unwavering, through all economic climates, because it's built on tan

Companies that seek greater diversity in their supplier base must work at it. Since most minority-, veteran-, disabled-, or women-owned businesses are small, they often need help simply finding the opportunities. That's the job done," she says. Diversity in purchasing means buying from vendors cifically for helping these smaller companies find opportu-



CASE PROBLEMS Jenna Jones has been the owner and general manager of Tropical Landscaping for the last five years, having bought the business from the entrepreneur and landscape architect who started it 25 years earlier. Tropical is a fullservice lawn care company that caters to the business sector, not the consumer sector. They are experts in designing, irrigation, and maintenance of landscapes and have a strong reputation for fast, efficient, and reasonably priced services.

When Jenna purchased the company there were three full-time salespe who called on businesses in the region. One quit right after she arrived, and Floyd, a knowledgeable landscaper with good connections in the business community, was hired as a replacement. Floyd has been a real asset to the firm, building business in the commercial landscape design area.

Jenna thought everything was going smoothly until yesterday, when Chad, another salesperson, dropped a bombshell. He turned in his notice. Chad indicated he was going to work for a local competitor who was paying him about

Jenna sat in her office, mulling over the situation and half-heartedly working on the job description for Chad's position, when one of her most trusted admin-istrative assistants, Katie, walked in. After they chatted for a few minutes, the following conversation ensued:

ROLE PLAY CASE

In this chapter's role play interaction, you are still meeting with the same person you did for Chapter 3. (If you did not do the role play at the end of Chapter 3, you will need to review that information now.) That person is telling you about the business. Feel free to ask questions, but your main objective is to listen and understand all you can about the business environment in which he or she operates. Practice active listening skills; after the role play, identify which listening techniques you used. Further, identify the three most important elements about the person's business that you need to understand. Interpret the buyer's body language. Finally, any time you hear jargon, write the word or phrase dow

Note: For background information about these role plays, please see page 27. To the instructor: Additional information needed to complete the role play is available in the Instructor's Manual.

Class-tested minicases at the end of each chapter work well as daily assignments and as frameworks for lectures, discussion, or small group practice. Each chapter includes at least one new minicase. The cases encourage students to apply theories and skills learned in the text to solve sales situations

Students can practice their partnering skills in brand new role play exercises that encourage personal growth and experiential learning. Each role play features NetSuite, the software used in national collegiate sales competition. Also, comprehensive role plays are available at the end of the book, with additional role plays included in the Instructor's Manual.

Supplements



The **Video Library** features new video segments customized for the text (including video examples of sales openings, objections with responses, and closings; dealing with a preoccupied buyer, real world examples of telemarketing sales calls, a real world example of using WebX to give a presentation) in addition to material from Achieve Global's Professional Selling Skills Seminar (PSS).





The **Online Learning Center** www. mhhe.com/castleberry8e houses the Instructor's Manual, PowerPoint slides, test bank, and a link to McGraw-Hill's course management system, PageOut for the Instructor. It also includes study outlines, quizzes, key terms, career information, video clips, and online resources for the student.



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