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# Fundamentals of Selling

Customers for Life Through Service  
(Tenth Edition)

Charles M. Futrell

第10版

## 销售学基础

顾客就是生命

(美) 查尔斯·M. 富特雷尔 著

孟韬 译注

FE 东北财经大学出版社  
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# 出版者的话

当前,在教育部的大力倡导下,财经和管理类专业的双语教学在我国各大高校已经逐步开展起来。一些双语教学开展较早的院校积累了丰富的经验,同时也发现了教学过程中存在的一些问题,尤其对教材提出了更高的要求;一些尚未进入这一领域的院校,也在不断探索适于自身的教学方式和方法以及适用的教材,以期时机成熟时加入双语教学的行列。总之,对各类院校而言,能否找到“适用”的教材都成为双语教学成功与否的关键因素之一。

然而,国外原版教材为国外教学量身定做的一些特点,如普遍篇幅较大、侧重于描述性讲解、辅助材料(如习题、案例、延伸阅读材料等)繁杂,尤其是许多内容针对性太强,与所在国的法律结构和经济、文化背景结合过于紧密等,却显然不适于国内教学采用,并成为制约国内双语教学开展的重要原因。因此,对国外原版教材进行本土化的精简改编,使之变成更加“适用”的双语教材,已然迫在眉睫。

东北财经大学出版社作为国内较早涉足引进版教材的一家专业出版社,秉承自己一贯服务于财经教学的宗旨,总结自身多年的出版经验,同麦格劳—希尔教育出版公司、培生教育出版集团和圣智出版集团等国外著名出版公司通力合作,在国内再次领先推出了会计、工商管理、经济学等专业的“高等院校双语教学适用教材”。尤其是此次双语教材是与东北财经大学萨里国际学院共同推出。东北财经大学萨里国际学院是教育部批准的、与英国萨里大学共建的中外合作办学机构。学院所有课程采取双语和全英文授课方式,因而,东北财经大学出版社与萨里国际学院携手推出此系列双语教材。这套丛书的出版经过了长时间的酝酿和筛选,编选人员本着“品质优先、首推名作”的选题原则,既考虑了目前我国财经教育的现状,也考虑了我国财经高等教育所具有的学科特点和需求指向,在教材的遴选、改编和出版上突出了以下一些特点:

- 优选权威的最新版本。入选改编的教材是在国际上多次再版的经典之作的最新版本,其中有些教材的以前版本已在国内部分高校中进行了试用,获得了一致的好评。

- 改编后的教材在保持英文原版教材特色的基础上,力求内容精要,逻辑严密,适合中国的双语教学。选择的改编人员既熟悉原版教材内容,又具有本书或本门课程双语教学的经验。

- 改编后的教材配有丰富的辅助教学支持资源,教师可在网上免费获取。

- 改编后的教材篇幅合理,符合国内教学的课时要求,价格相对较低。

本套教材是在双语教学教材出版方面的一次新的尝试。我们在选书、改编及出版的过程中得到了国内许多高校的专家、教师的支持和指导,在此深表谢意,也期待广大读者提出宝贵的意见和建议。

尽管我们在改编的过程中已加以注意,但由于各教材的作者所处的政治、经济和文化背景不同,书中的内容仍可能有不妥之处,望读者在阅读中注意比较和甄别。

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To my Father, who calls us all to a life of unselfish love for  
all people of our world.

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## ABOUT THE AUTHOR 作者简介

Charles M. Futrell is the Federated Professor of Marketing in the Mays Business School at Texas A&M University in College Station, Texas. Texas A&M University has approximately 45,000 students with 6,000 business majors and 800 marketing majors. Dr. Futrell has a B.B.A., M.B.A., and Ph.D. in marketing. Dr. Futrell 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 serves as a frequent reviewer for several academic journals. He is on the editorial advisory board of the *Journal of Marketing Theory and Practice*. His 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.

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.

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 is an associate faculty adviser for Impact, a four-day Christian summer camp for entering freshmen involving 700 freshmen and 300 advisers. In the summer of 2005, Charles joined the leadership team of TAMU's officially recognized Christian Faculty Network of over 250 scholars.

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*, tenth edition, and *ABC's of Relationship Selling through Service*, ninth edition, both published by McGraw-Hill/Irwin. These books are used in hundreds of American and international schools. Over 300,000 students 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 four 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 前言

## Welcome to the Tenth Edition of *Fundamentals of Selling*

Good times are here again! The American economy is expanding. Compared to a few years ago, sales and profits of American corporations are now on the upswing. Companies are hiring more salespeople, resulting in an expansion of the American sales forces.

When the economy is strong, competition always intensifies in the marketplace. There is currently an economic struggle, both at home and abroad, to acquire new customers. A major challenge for any company is to maintain current customers—not losing customers to competitors.

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.

## 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 in order to assure that the text better reflected 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.

*Fundamentals of Selling* trains readers on a specific, yet generic, step-by-step selling process that is universal in nature. Once learned, a student has the basic background to sell any product. Arguably, no other personal selling textbook presents a sales process or system in a logical sequence: from planning and the approach, to closing and follow-up for exceptional customer service. 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 how the steps within the selling process interact with one another. If a student understands the sales system by the end of the course, the class has successfully contributed to their education.

## 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. As such, it is always challenging to know what to do with a proven textbook. Here are examples of what is new:

- The number one megatrend for 2010 (Chapter 1).
- What the Golden Rule of Selling is and is not (Chapter 1).
- The Great Harvest Law of Sales (Chapter 1).
- The common denominator of sales success (Chapter 1).
- Today's primary goal of business (Chapter 2).
- The secret of a great sales attitude (Chapter 5).
- iPods for presentations and training (Chapter 6).
- Sales prospecting funnel (Chapter 7).
- The leaking bucket customer concept (Chapter 7).
- Expansion on planning the sales call (Chapter 8).
- Parables and storytelling as communication techniques (Chapter 11).
- New photo schemes throughout.
- Additional motivational sayings in the margins.

Should you feel other sales information should be included in this textbook, please let me know and I will seek to incorporate it in the next edition.

## 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 upon service. Its cornerstone is love (caring) of others. *Fundamentals of Selling*’s values are supported by the pillars of an organization’s—and individual’s—integrity, trustworthiness, and character (see Exhibit 3.13). 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 mankind.

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’ 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, however, 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

**Expanded Emphasis.** 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 to build long-term relationships with customers.

**The Tree of Business Life Icon.** Beginning with Chapter 3, The Tree of Business Life icon is used to remind the reader of one of the main themes of the book. This theme emphasizes that by providing ethical service you build true relationships. This section was developed in hopes of having the reader consider how a salesperson would incorporate ethical service into the chapter's topic.

**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 form 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 which 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?

**Comprehensive Cases.** At the end of the book are comprehensive sales cases. These cases approach sales from the broader sales management perspective.

**Video Cases.** Cases 3-1, 3-2, 5-3, 6-5A, 8-3, 11-3, 13-4, 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 Videos.** The first three of the four role-plays in Appendix A at the back of this book have videos created incorporating our selling process. The two people featured in the three 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 to 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 tenth 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 3 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. Comprehensive cases are found in the back of the book.

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.

## Teaching and Learning Supplements

McGraw-Hill/Irwin has spared no expense to make *Fundamentals of Selling* the premier text in the market today. Many

instructors face classes with limited resources, and supplementary materials provide a way to expand and improve the students’ learning experience. Our learning package was specifically designed to meet the needs of instructors facing a variety of teaching conditions and for both the first-time and veteran instructor.

**Professor Futrell—Your Number One Resource.** Contact me any time with questions, comments, or just to say “hello.” Numerous instructors, students, and industry sales trainers worldwide contact me each year. If you are teaching the course, especially for the first time, and want me to look over your syllabus, I am here to serve.

**ProSelling Videos.** Several hours of student role-plays, exercises, examples of selling techniques, and industry sales training programs show students how to prepare their own role-plays, and how textbook content relates to the sales world. Several of the student’s video role-plays were produced especially for this book. They take people through the 10-step selling process.

**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 tenth 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 is keyed to chapter learning objectives so that instructors can provide a balanced set of questions for student exams.

### Instructor CD-Rom:

A course preparation disk including:

- **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.
- **Electronic Version of the Instructor’s Manual**

**Course Web Site.** At <http://www.mhhe.com/futrell>, you can access downloadable versions of instructor support materials, as well as a student tutorial and student self-assessment quizzes.

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Working with the dedicated team of professionals at McGraw-Hill/Irwin, who were determined to produce the best personal selling book ever, was a gratifying experience.

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I hope you learn from and enjoy the book. I enjoyed preparing it for you. Readers are urged

to forward their comments on this text to me. I wish you great success in your selling efforts. Remember, it's the salesperson who gets the customer's orders that keeps the wheels of industry turning. America cannot do without you.

Finally, I wish to thank the sales trainers, salespeople, and sales managers who helped

teach me the art of selling when I carried the sales bag full time. I hope I have done justice to their great profession of selling.

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# GUIDED TOUR 阅读指南

A goal of *Fundamentals of Selling* is to teach students the order of steps within the selling process; provide numerous examples of what should be in each step; and how the steps within the selling process interact within one another in a logical, seamless flow. Arguably, no other personal selling textbook presents a sales process in such a manner from planning the approach, to closing and follow-up for exceptional customer service. Futrell's Selling Process trains readers in a specific, yet generic, step-by-step selling process that is universal in nature. Once learned, a student has the basic background to sell any product.

The **Facing a Sales Challenge** feature at the beginning of each chapter presents students with real-life challenges sales professionals face. The challenge pertains to the topic of the chapter and will heighten students' interest in chapter concepts. The challenge is then resolved at the end of the chapter where chapter concepts guiding the salesperson's actions are highlighted.

## FACING A SALES CHALLENGE

Debra Hutchins majored in French, with a minor in English literature, at Washington University in St. Louis. After graduation she began work as a secretary in the marketing department at Sunwest Bank in Albuquerque, New Mexico.

"I had never considered a sales job while in school and sales didn't appeal to me when I began work at the bank. I always felt you would have to be an extrovert. I'm more the shy, intellectual type. I don't see myself in the role of a salesperson.

"Someday I do want a more challenging job. I'm a very hard worker; long hours don't bother me. I've always had a need to achieve success. One of the things I like about being a secretary is helping customers when they call the bank. It is important to carefully listen to their problems or what they want in order to provide good customer service. Maybe one day I'll find a job that has more challenge, professionalism, and reward."

If you were in Debra's position, what would you do? What types of jobs would you recommend she consider?

*Nothing happens until someone sells something.*

Debra Hutchins is like many people in that while she was in school a career in sales did not seem like the thing to do. Most people are unfamiliar with what salespeople do.

As you learn more about the world of sales, a job selling goods or services may become appealing. The salesperson makes valuable contributions to our quality of life by selling goods and services that benefit individuals and industry. Red Motley, former editor of *Parade* magazine, once said, "Nothing happens until somebody sells something." Selling brings in the money and causes cash registers across the country to ring. For centuries, the salespeople of the world have caused goods and services to change hands.

More than ever, today's salespeople are a dynamic power in the business world. They generate more revenue in the U.S. economy than workers in any other profession. The efforts of salespeople have a direct impact on such diverse areas as these:

- The success of new products.
- Keeping existing products on the retailer's shelf.
- Constructing manufacturing facilities.
- Opening businesses and keeping them open.
- Generating sales orders that result in the loading of trucks, trains, ships, airplanes, and pipelines that carry goods to customers all over the world.

The salesperson is engaged in a highly honorable, challenging, rewarding, and professional career. In this chapter, you are introduced to the career, rewards, and duties of the salesperson. The chapter begins by defining selling and examining why people choose sales careers.

## WHAT IS SELLING?

Many people consider *selling* and *marketing* synonymous terms. However, selling is actually only one of many marketing components, as we will see in Chapter 2. In business, a traditional definition of personal selling refers to the personal communication of information to persuade a prospective customer to buy something—a good, service, idea, or something else—that satisfies that individual's needs.

This definition of selling involves a person helping another person. The salesperson often works with prospects or customers to examine their needs, provide



# GUIDED TOUR

## ETHICAL DILEMMA

### The Boss Told Me to Do It!

The prospect must have delivery of the product in four weeks to meet a national advertising rollout. The company has big bucks invested in the ad campaign. After beating the production people about the head and shoulders, the best delivery your company can promise is six weeks. The boss orders you to promise the customer delivery within a four-week deadline. What is the most ethical action to take?

1. Tell your boss that you do not believe that it is right to lie to the customer. State that you will not pass the

four-week lead time along but you would be more than happy to tell the customer the true six-week lead time. Tell your boss that you cannot support dishonesty within the company.

2. Do as your boss says and promise the four-week deadline, even though you know there is no possibility of meeting this deadline.
3. Tell your boss to pass the information to the customer himself. That way you do not have to actually lie.

**Ethics** in personal selling is a primary focus of this text. The **Ethical Dilemma** boxes in each chapter are meant to be challenging exercises that provide students with an opportunity to experience ethical dilemmas faced in the sales field.

Creativity and innovation are characteristics that any successful salesperson has. **Making the Sale** boxes illustrate how salespeople, when faced with challenges, use new ideas to sell their products.

## MAKING THE SALE

### A Precall Approach Worked!

At a toastmasters meeting, Phil Prector, of Associated Printing in Ft. Lauderdale, Florida, was approached by another club member about a printing job for her direct-mail company. As VP of sales and marketing, he was interested in the sample she showed him. "Is it something you can handle?" she asked. When she told Phil that her company produced 30 million direct-mail pieces per month "at a total printing cost of more than \$1 million each month," he said, "Of course." However, he still had to convince the COO of her company that they were the best choice for the job.

To create meeting interest, he routinely uses a corny but effective prop: a simple bag of bread with a note that reads, "Our clients say we're the greatest thing since . . . sliced bread." It's a little out of the box, but it works as an immediate door opener.

This time, with so much at stake, he decided to do a little extra research. With a quick call to his secretary, he learned that the COO was Jewish. Instead of sending normal bakery bread, Phil sent a fresh loaf of Challah bread. The results were incredible. The COO's secretary called him soon after his package arrived with an invitation to come to the office that afternoon. The COO was absolutely ecstatic. He thought it was the boldest, most creative introduction he'd ever seen. Even though he was about to commit to another company, he changed his mind at the last minute and insisted on splitting all the work between the two companies.

With the good recommendation from his fellow club member, and the initiative he showed in the sales process, Phil closed the sale before he even made the call.

## SELLING TIPS

### The Breakdown Approach: Three Steps for Determining Sales Force Size

There are numerous methods for determining sales force size. They range from the personal judgment of a sales executive to having a computer determine the size and shape of territories and the location of salespeople. Here is a simple three-step procedure frequently used today.

#### Step 1:

**Forecast Sales and Determine Sales Potentials.** The firm forecasts sales for the total market and each geographic region. Sales potentials also are considered.

#### Step 2:

**Determine Sales Volume Needed for Each Territory.** Next, management determines the level of sales needed to support each territory. Consideration must be given to all costs associated with the territory, including the salesperson's salary and expenses.

simplest. The breakdown approach uses factors such as sales, population, or number of customers. Assume that a firm forecasts sales of \$18 million. It believes that each territory must generate \$1 million. Using the following formula, 18 territories are needed:

$$\begin{aligned} \text{Sales force size} &= \frac{\text{Forecasted sales}}{\text{Average sales per salesperson}} \\ &= \frac{\$18,000,000}{\$1,000,000} = 18 \end{aligned}$$

Number of customers and population are frequently used to determine number of territories. The Houston sales district of companies such as Quaker Oats has a guideline of one salesperson for every 100 to 120 retail stores. The population

Every salesperson will be faced with unique selling issues, whether it be a specific client objection or negotiating a sale. The **Selling Tips** boxes provide extra tips for students to use in certain situations that require adept communication skills. These boxes also help to create additional class role-plays.

CASE 17.1

Baxter Surgical  
Supplies Incorporated

The marketing vice president for Baxter Surgical Supplies Incorporated (BSSI), manufacturer and distributor of medical supplies and equipment, was reviewing the company's method of compensation at the end of 1998. BSSI was second in the industry in total sales to American Hospital Supplies. The company's main offices were located in Richmond, Virginia, with plants in Florida, Texas, California, and Michigan. The sales force consisted of more than 600 people supervised by 6 sales managers.

BSSI had a variety of products that required different levels of selling skills. Its equipment line consisted of such items as x-ray machines, cast saws, therapeutic equipment, and prosthesis parts. The medical supplies line included all types of medicines, cast material, bandages, splints, and syringes. To sell both lines, the salesperson had to receive good training. These products were sold to hospitals and to physicians with medical practices.

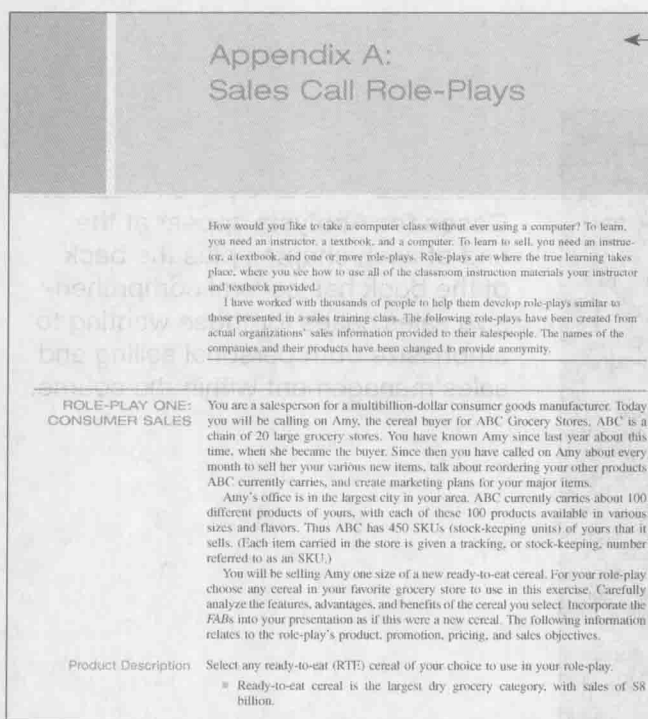
**The Role of the Salespeople.** The salesperson was expected to search for new accounts, service existing accounts, and maintain goodwill between the company and its clients. A typical day might find the salesperson calling on a hospital in the morning. There, she would check on emergency room needs, the material supply office, and administrative offices. Afterward, she might set up a display at the hospital, next to the doctor's parking lot. Later, the salesperson might begin making calls on offices located in the immediate area. Usually, a salesperson could make several individual calls because the private offices were generally located near the hospitals. A call might be made to introduce new products to the doctor or it might simply be to check with the nurses about replenishing supplies. If the former was the case, a special time might be scheduled. Major products often required selling on the weekends.

A few products could cost as much as \$60,000, whereas other products might not cost more than \$1. Generally, the individual accounts placed orders for supplies that would last about two weeks. However, hospital accounts, because of the large storage rooms, normally ordered monthly. In addition, the hospitals, which had staff in charge of their inventory, would usually send in their order forms without the help of a salesperson. BSSI policy was to check with these people regularly whether or

**Cases for Analysis** appear at the end of each chapter, plus the back of the book has several comprehensive sales cases for those wanting to emphasize both personal selling and sales management within the course.

# GUIDED TOUR

Another helpful tool included for use in **Fundamentals of Selling, 10th edition** is the text's appendixes. Responding to the need for more practical resources, the five appendixes provide students with additional role-plays, ACT! Express exercises, sales cases, global selling illustrations, and answers to chapter crossword puzzles.



**Appendix A: Sales Call Role-Plays** provide complete information on four sales situations that students can use to create their class role-plays. The first three role-plays have an accompanying video illustrating our ProSelling Process using Professor Futrell's students selling a consumer or business product.

## Appendix B: Personal Selling Experiential Exercises

- **Sell Yourself on a Job Interview** explains how to incorporate sales communication and techniques into a job interview. This is a favorite role-play of students.
- **How to Create a Portfolio** shows students how to create information for the job interview highlighting their abilities, accomplishments, and experiences.
- **Sales Team Building** is great for the instructor wanting to incorporate a team selling assignment into class.
- **What's Your Style** has students determine their core personality style in order to become a better communicator.