

SALES MANAGEMENT

Text and Cases



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Sales Management: Text and Cases

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PREFACE

Ralph Waldo Emerson is quoted as having said, "The secret of education is respecting the pupil." We hope that this sales management textbook reflects a deep regard for readers who are students of this exciting field within the discipline of marketing. Our endeavor was to compose a book that makes a strong contribution in both the process and content of our readers' educations.

On the content side, we have worked to give a fair balance to all the major areas comprising a sales manager's authority and responsibility. We have tried to be especially conscious of the literature that has advanced the knowledge in this field. Though it would be impossible within a single text to provide a complete compendium of all the works influencing our understanding, the references cited here should provide basic bibliographic beginnings for the student who wishes to inquire more deeply into specific areas of interest. In addition, we have supplied discussion of topics that we believe represent areas of growing importance to sales managers—such topics as the buying-selling process, strategic planning, and national account management. A strong managerial orientation is offered as well, built around a framework of flow-models describing the decision process in each major area of sales management responsibility.

On the process side, a major distinction of this book lies in its pedagogical methods. A holistic, integrative model allows the student to bind the material into a more complete appreciation of the interrelationships between the key topical areas that compose sales management. This systems approach should enhance the student's mastery of the numerous effects that radiate beyond the topic at hand to its impact on all or many of the other parts of the sales management domain. To see the relationship between topics is to understand the impact of synergism. This model is a tool that can assist the diagnosis, prognosis, and prescription in treating the cases at the end of each chapter.

Previews are given at the beginning of each chapter. They are intended to pique the reader's interest and create some expectations about the material in the upcoming pages. The "Stop and Think" sections are scattered throughout each chapter to present provocative situations or problems that are of current or persistent concern for the practicing sales manager. These are thought teasers to help the student assume the role of sales manager in the context of that topical area. "Viewpoints" are presented at opportune junctures to inform the reader of po-

sitions taken or philosophies held by practitioners or companies relative to actual circumstances in the field. Questions for review and discussion at the ends of chapters are aimed at stimulating the use of material presented, not simply to prompt for recall of definitions and lists. The short cases at each chapter's conclusion provide further opportunities for understanding sales management issues and problems through analysis and application. By means of all these learning devices, it is hoped that students may enhance their imaginations and translate their learning experience more smoothly into the world of sales managers.

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Many people have helped in the development of this book, and we wish to express our personal thanks to them for their interest, concern, and kindness. Our initial steps were taken with more assurance because of the guidance of many who were gracious enough to share their opinions and desires about what is needed in a sales management text. As the manuscript progressed, we obtained most useful feedback from reviewers dedicated to providing an excellent classroom experience for their sales management students. For their many ideas, suggestions, and thoughtful criticisms, we are very much in debt to Ramon Avila, Ball State University; Joseph Bellizzi, Kansas State University; Joseph Belonax, Western Michigan University; Robert Berl, Memphis State University; Stephen Castleberry, University of Georgia; Robert Cook, West Virginia University; Kim Corfman, New York University; Myron Gable, Shippensburg University; Bruce Gunn, Florida State University; Jon Hawes, University of Akron; Hubert Hennessey, Babson College; Rustan Kosenko, Ohio University; James Malone, University of Massachusetts; Charles Martin, Wichita State University; H. Lee Meadow, Bentley College; James Moore, Southern Illinois University; Jeffrey Sager, North Texas State University; and Robert Zimmer, California State University at Fullerton.

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We also appreciate Read Wickham's continuous support and encouragement as editor of this book at PWS-KENT. We thank her for her special efforts throughout all of the stages in this publishing project. We also welcome the assistance and enthusiasm of Rolf Janke, our editor at time of publication. As our manuscript moved into production, we benefited from the skills and guidance of Carolyn Ingalls, our production editor. We thank her for shaping the manuscript and making all the pieces come together.

Finally, there has been a personal support system that allowed the hours to be set aside for this writing project. We dedicate this book to Chris Wotruba and Geri Simpson for giving of "their" time.

Thomas R. Wotruba
Edwin K. Simpson

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