

SALES MANAGEMENT

Second Edition

Charles Futrell



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Charles Futrell
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Preface

The first goal in revising this text was to include the many recent, fundamental changes that have occurred in our sales discipline. However, some of the materials I wanted to share with you could not be found in a library. Although I have continued to be active in sales research, consulting, and professional development programs across the country, and I have eight years of sales experience with Colgate, Upjohn, and Ayerst, that was not enough background to do what I had in mind for your text.

In preparing this classroom package, I had a dream, a vision of creating an “academically applied” textbook that captures the excitement and challenge of managing today’s sales professionals. For help, I went directly to top sales professionals in various industries, asking them to provide materials, examples, and exercises to help educate our young people about the “real world” of managing a sales force.

As a student of sales myself, I have had the opportunity to visit as an observer and work with fifty or more groups in a wide range of settings during the last eight years. I conducted five large sales research projects including a three-year longitudinal study. How exciting it was to attend Mary Kay Cosmetics’ national sales meeting, where I saw \$1.5 million in awards given, and to be associated with the Direct Selling Educational Foundation’s programs. What a great learning experience it was to do an *In Search of Excellence*-type research project with Len Berry and Mike Bowers, where we visited ten top-selling banks in America to report on how they have developed their sales programs. This is where I met Rick Mather, who is profiled in your text. In other similar ventures into the real world of sales, I met and learned from many of the other sales pros profiled here as well. Their sharing of knowledge, experiences, and written materials has greatly enriched the educational value of your text.

BASIC STRUCTURE OF THE TEXT

The publisher and I worked hard to ensure that *Sales Management* would provide students at colleges and universities with the basic foundation for understanding all major elements of sales management. The text presents sales management concepts and practices in a straightforward, readable manner. There is enough depth and detail, though, to challenge students to develop a solid understanding of this important aspect of the firm's marketing effort. The text is divided into seven main parts:

- Part I, *Introduction to Sales Management*, presents the sales manager as an administrator and emphasizes the important relationship among marketing and corporate objectives, strategies, and tactics. The role salespeople assume in consumer and industrial markets is followed by the various ways of organizing sales personnel.
- Part II, *Sales Planning*, presents the relationships among sales force objectives, forecasting market demand, budgets, sales quotas, and the management of individual sales territories. The sales territory is presented as a submarket of the firm's larger target market.
- Part III, *Staffing the Sales Force*, is the important job of manpower planning and employment planning.
- Part IV, *Training the Sales Force*, shows the sales manager as a teacher of product knowledge and selling skills. If a course in salesmanship is typically taken before the course in sales management, the instructor may want to skip Chapter 12.
- Part V, *Directing the Sales Force*, adds a new dimension to current textbooks by discussing major concepts of motivation, leadership, and how the sales manager can use the motivational mix to be an effective leader.
- Part VI, *Sales Force Analysis and Evaluation*, deals with evaluating sales and marketing costs and the individual salesperson's performance to determine whether objectives were reached.
- Part VII, *Social Responsibility of Sales Managers*, emphasizes the need to deal with customers and sales personnel in an ethical and socially responsible manner and discusses ways to keep the sales force on the straight and narrow.

TEACHING AND LEARNING SUPPLEMENTS

The textbook is only the central element in a comprehensive package of teaching and learning resources. This package includes:

- *Instructor's Manual* containing ideas on teaching the course, commentaries on the cases, and end-of-chapter questions. This large, comprehensive learning resource is a timesaver.

- *Test Bank* including an extensive assortment of multiple-choice and true-false questions for each chapter. It was prepared by Dr. Thomas K. Pritchett of Georgia College. This test bank is also available in computerized format for the IBM PC®.
- *Transparency Masters* that can be used to create transparencies for overhead projection or photocopies for distribution to students.
- *Cases and Exercises* in the text for use with *or* without the IBM PC®. Be sure to see the *Instructor's Manual* for complete details about the *Case Data Disk*. Each computer case is identified in the text by a floppy disk symbol next to the case number.
- *Sales Management Simulation Exercise* (Case 5.1) for use with an IBM PC®. Students have the opportunity to forecast, hire, fire, transfer, handle turnover, and administer compensation in the robotics industry. Free to adopters, this very user-friendly software program has an innovative students' disk which allows students to interact with the computer and saves the instructor time in inputting data.

The text and cases have been classroom tested over the last two years in order to offer students a good product. Students, faculty, and reviewers have been pleased with the readability, reasonable length, depth, and breadth of the material. I have strived to bring the material up to the level of knowledge needed for the future without going overboard on the purely academic side.

ACKNOWLEDGMENTS

I have had the good fortune of having reviewers who went above and beyond the call of duty. They did the best job I have ever seen of providing frank, constructive suggestions. My sincere thanks go to:

- Arthur Allaway, *University of Alabama*
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- Ron Michaels, *University of Kansas*

Several highly respected professors provided excellent cases for students. I have used these cases, and they do a great job of allowing students to discuss the classic, fundamental issues faced within the sales environment. Special thanks go to:

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I am eternally grateful for the assistance of Tim Christensen, Irene MacLean, Cheryl Brown, Kevin Morton, Mary Christ, and Ben Campbell. They have had to work in the messiest office on campus, constantly stepping over photographs, ads, journals, magazines, and actually moving boxes of materials to be able to sit down in our little factory.

The publisher's crew that produced the final package did a great job. It was headed by Rob Zwettler, whose support and positive comments were greatly appreciated, while Susan Riley kept the paper moving from author, to publisher, to reviewers, to publisher, to author. Thanks, also, to the rest of the Dryden Press staff—Teresa Chartos, Jane Perkins, Kathy Pruno, Diane Tenzi, Alan Wendt, and especially the sales force, who got the text to you and made the book successful.

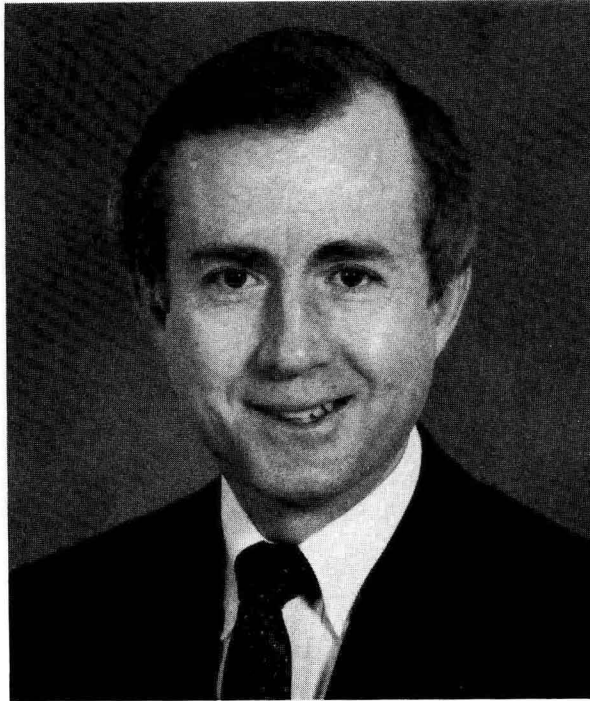
Let me know what you think of your book. I hope you learn from and enjoy the text. I enjoyed preparing it for you. Best of success in your course, career, and life.

Charles Futrell
November 1987

A Special Thank You

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- Kevin Ryan, *Advanced Care Products*
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- Sandra Snow, *The Upjohn Company*
- Matt Suffoletto, *International Business Machines (IBM)*
- Richard Tocquigny, *Frito-Lay, Inc.*



ABOUT THE AUTHOR

Charles Futrell is professor of marketing at Texas A&M University. He is a salesperson turned professor.

Before beginning his academic career, Dr. Futrell worked in sales and marketing capacities for eight years with the Colgate-Palmolive Company, Upjohn Company, and Ayerst Laboratories. An excellent classroom teacher, he has written or cowritten seven successful texts for the college and professional audience, and his work in sales and marketing management has appeared in numerous American and international journals.

Dr. Futrell also frequently serves as a reviewer for several academic journals, including the *Journal of Marketing*, the *Journal of Marketing Research*, and the *Journal of Personal Selling and Sales Management*. In his fifteen years as a university instructor and teacher for various executive development programs and industrial groups, such as the Bank Marketing Association's banking schools, he has developed numerous innovative instructional materials, including computer simulations, computerized classroom materials, and video exercises. This background has resulted in his being a speaker, researcher, and consultant to industry.

Dr. Futrell enjoys coaching Little League baseball, jogging, photography, and fishing.

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