



世界经济
管理文库

市场营销专业

销售学入门

(英文版·第5版)

Fundamentals of Selling Customers for Life

(FIFTH EDITION)

查尔斯·M·富特雷尔 / 著
Charles M. Futrell

机械工业出版社



McGraw-Hill



MBA 专业精品教材

销售学入门

(英文版·第5版)

Fundamentals of Selling:
Customers for Life

(FIFTH EDITION)

查尔斯 M. 富特雷尔
(Charles M. Futrell) / 著

机械工业出版社

Charles M. Futrell: Fundamentals of Selling: Customers for Life - 5th ed.

Copyright ©1996 by McGraw-Hill Companies, Inc. All rights reserved. Jointly published by China Machine Press/McGraw-Hill. This edition may be sold in the People's Republic of China only. This book cannot be re-exported and is not for sale outside the People's Republic of China.

本书英文影印版由 McGraw-Hill 公司授权机械工业出版社在中国大陆境内独家出版发行, 未经出版者许可, 不得以任何方式抄袭、复制或节录本书中的任何部分。

版权所有, 侵权必究。

本书版权登记号: 图字: 01-98-0774

图书在版编目 (CIP) 数据

销售学入门: 第5版: 英文/(美)富特雷尔(Futrell, C. M.)著.-影印版.-
北京:机械工业出版社,1998.8
(MBA专业精品教材)
ISBN 7-111-06421-6

I. 销… II. 富… III. 销售学-英文-影印本 IV. F713.3

中国版本图书馆 CIP 数据核字 (98) 第 14323 号

出版人: 马九荣 (北京百万庄大街 22 号 邮政编码 100037)

责任编辑: 刘露明

审读人: 王 静

三河永和印刷有限公司印刷·新华书店北京发行所发行

1998 年 8 月第 1 版第 1 次印刷

787mm×1092mm 1/16·36.5 印张

印数: 0 001-2 000 册

定价: 57.00 元

凡购本书, 如有缺页、倒页、脱页, 由本社发行部调换

出版者的话

在全球经济一体化的激烈竞争格局中，中国正处于前所未有的经济与产业结构调整与转型的关键时期。飞速发展的社会与错综复杂的变革要求我们的经济与管理水平有一个飞跃。

为了能让读者系统地学习、借鉴国际上先进的管理理论、方法和手段，机械工业出版社从一些世界著名出版公司引进了一批一流品质的经济管理名著，组成了这套《世界经济管理文库》。其中所选图书均为当前国际上最为流行和权威的教材，大部分多次修订重版，有的多达十几版。作者都是哈佛、芝加哥、斯坦福等著名商学院的教授，使您足不出国，便可领略世界知名学府的文化精粹。

为了给中国的MBA教学提供一套完整的MBA系列教材，继与清华大学经管学院、加拿大毅伟管理学院合作共同策划出版的《国际通用MBA教材》与《国际通用MBA教材配套案例》丛书之后，近期，我社又和中国人民大学工商管理学院联手，共同策划本套《MBA专业精品教材》丛书。《国际通用MBA教材》涉及了所有的MBA核心课程，而本套《MBA专业精品教材》包括了MBA各个不同专业方向的全部课程及选修课程，它为各类工商管理学院培养更适

合社会需要的专门管理人才提供了丰富的教材资源库。全套丛书按专业分类,包括经济学、战略管理与组织、管理科学、财务与金融管理、会计、市场营销、商务技能等7大系列、60多个品种。

为了保持原作的原汁原味,这套丛书是以英文原版的形式出版的。这样可以避免因翻译而造成的歧义和出版时间的滞后,以便让读者能亲身体味原作者的精彩文风,并在第一时间洞悉经济管理学科各个领域的最新学术动态。

由于作者所处的社会、政治环境的不同,书中所述难免有不妥之处,请读者在阅读时注意比较和鉴别,真正消化吸收其中的精华,这也就达到了出版者出版本套丛书的目的。我们真诚地希望这套《世界经济管理文库》的出版,能为提高中国的MBA教学水平、推动中国的改革开放事业尽点绵薄之力。

机械工业出版社

1998年8月

序 言

当前，我国正处于知识经济初露端倪的时代，管理科学已经成为兴国之道，这给我国工商管理教育带来新的机遇与挑战。今年9月，又将有4000余名工商管理硕士生满怀理想与希望进入各大学学习。一大批机关分流干部与经贸委系统的管理人员也要经过入学考试，在职学习并申请工商管理硕士学位。如何办好工商管理硕士（MBA）项目，为国家和社会培养出一批又一批符合市场需求的高质量工商管理硕士，是全国可以授予工商管理硕士学位的56所院校所共同考虑与研究的问题。

在这里，MBA课程设计是成功的关键环节之一。记得在1984年的夏天，在加拿大国际开发总署的资助下，加拿大蒙特利尔大学、麦吉尔大学、康克迪亚大学以及魁北克大学蒙特利尔分校的教授们为中国人民大学的年轻教师讲授了管理经济学、会计学、管理学以及管理信息系统等MBA课程。在1985年夏天，加拿大的教授们又讲了另外4门MBA课程。当时，我并没有真正了解这些MBA课程与我过去所学的管理课程在实质上有多大的区别，也没有理解这些课程之间的内在联系，对于MBA核心课与选修课以及专业的主修与副修的区别与联系更是知之甚少，只是感

到加拿大教授的教学在内容和手段上与我们传统方式有较大的区别。1988年初，我到加拿大麦吉尔大学管理学院研修后，才真正对MBA的课程设计有所了解。此后，我先后到美国布法罗纽约州立大学管理学院与澳大利亚悉尼科技大学管理学院任教，又对MBA课程之间的内在联系有了更切身的体会。为了更好地了解美国MBA教育的新潮流，今年6月，我又随中国管理学院院长代表团考察了美国著名管理学院，出席了在芝加哥举办的“全球管理教育论坛会”。

综观北美的工商管理教育，在全球化、信息化与整合化的挑战下，实在是强调其实用性。纵然有的教授学者看重自己的象牙宝塔，勾画着纯理论的模型与理论。但在MBA的教育上，美国现有的750余所管理学院，特别是为美国管理学院联合会（The American Assembly of Collegiate School of Business, AACSB）所承认的300余所管理学院，培养目标明确，课程设计体现出其为社会需求与市场服务的宗旨，没有半点的含糊。美国著名的管理院校明确自己的教育使命，把视野放在全球与创新上，不断地迎接新的挑战，将所授的知识与社会的实际需求密切地结合起来，期望培养出真正的高质量的管理人才。例如，哈佛商学院明确地提出，该院的使命是“影响企业的实践”，培养全面的管理者（general managers），指出“我们要对企业的领导人在如何完成他们的工作上，即在他们如何提出与解决问题、确定战略方向和采取行动上施加重大的影响。同时，我们鼓励从实践中获得反馈，以便了解这些领导人如何在实践中应用我们的思想与知识，从而进一步发展与提炼我们的理论与知识。”麻省理工学院斯隆管理学院的使命“尊重有用的工作”，“为产业提供服务”，提出“作为管理教育与研究的世界领导者，麻省理工学院斯隆管理学院要培养能在快速发展与高度竞争的全球企业环境中获得成功的管理者。当前持续不断的技术创新已成为每个产业各个方面生产力和增长的关键，因此，这正是我们的时机。”伯克利加利福尼亚大学商学院从学院的成立始，就将教育的重点放在国际与企业家的舞台上，研究迅速发展的全球经济，为学生提供创新的学习机会。

根据上述的使命，美国著名的管理学院教育模式基本上有三大流派：一是以哈佛商学院为代表的培养全面管理人员的模式。斯坦福商学院的培养方式也是属于这种模式。他们培养的是全面的MBA，而不是专业化的MBA，通过

为学生提供必要的专业知识，使之毕业以后成为企业或其他组织中高层的有效的全面管理者，而不是职能部门的管理人员。二是以芝加哥大学管理学院为代表的培养专业管理人员的模式，其方向是为企业和组织培养专业的管理人员。斯隆商学院亦属于这种类型。三是介于两者之间的模式。美国多数管理院校采用的是这种培养目标，如伯克利商学院、西北大学的凯洛格商学院、洛杉矶加州大学、康乃尔大学管理学院以及杜克大学管理学院等。因此，各个管理学院在其课程设计上有着不同的战略重点。

哈佛商学院MBA课程设计的思路是“在日益增长的全球商务环境中，提高学生进行战略性与关键性思考的能力。”斯坦福商学院MBA课程设计的思路是“确保学生获得管理运行的知识，了解企业运行的经济、政治和社会环境，以及掌握作为管理者所必须的行为技能。”同时，“MBA项目也要设计成为一种可以终身学习的模式。这样，今天的学生将在今后贯穿其事业的复杂而快速变化的管理世界中有能力自如地作出调整。”斯隆管理学院MBA课程设计的思路是“对日益增长的市场全球化和密集的竞争正在改变工作性质的这一事实作出反映。”哥伦比亚商学院MBA课程设计的思路是“让学生掌握作为管理者能够在全球经济中进行有效竞争所需的基本学科与应用的职能领域。”

总之，这些学院在设计MBA课程时，首先，考虑的是学生要了解全球的竞争环境。其次，考虑学院所在的地域和环境。例如，哥伦比亚商学院极其强调该院处于纽约这个金融中心，其战略重点是国际、金融和纽约，培养出的学生要适合在国际大城市从事金融工作。因此，该学院在课程设计上就对财务与金融等相关课程有所侧重。再次，考虑学院自身资源的特点，如斯隆管理学院在技术管理上设置较多的课程，而哈佛商学院则在全面管理与竞争战略课程上有所突出。最后，要使学生获得相关的专业知识，了解研究与实践的前沿，如企业伦理、领导精神、创新、以及企业与政府关系等。

在课程设计的内容上，美国管理学院根据自己的情况，多按传统划分为核心课程与选修课程。课程内容上并不划一，门数上也多少不等。在学习核心课之前，学生要预先学习计算机应用和技能、商务沟通以及基本数量分析方法等课程。在核心课上，各学院基本上开设了经济学、统计或数据分析、会计、财务、市场营销、运作管理、组织行

为、人力资源管理、战略管理以及公共管理等课程。当然，也有例外。芝加哥大学管理学院就不设置核心课。在选修课程上，除哈佛商学院外，各学院基本上设置了专业，如管理经济学 (Managerial Economics)、会计 (Accounting)、财务管理 (Financial Management)、税收 (Taxation)、管理科学 (Management Science)、信息系统 (Information Systems)、市场营销 (Marketing)、组织行为学 (Organization Behavior)、人力资源管理 (Human Resource Management)、国际商务 (International Business)、战略管理 (Strategic Management) 以及公共管理 (Public Management) 等。最具特色的是斯隆管理学院的课程设计。该学院除了设计出体现管理基础原理和技能的六门核心课以外，根据学生今后所要从事的工作方向，创造性地设计自我管理模块 (Self Managed Track) 与管理模块 (Management Track)。自我管理模块包括应用宏观与国际经济学、财务管理或财务理论、信息技术、产业关系与人力资源管理、运作管理导论和市场营销导论等六门课。如果学生希望将来从事较为全面的管理工作，则可以选择自我管理模块。而学生希望成为更专业的管理人员，则可以选择管理模块。在这个模块中，有六个分模块，即战略管理与咨询 (Strategic Management and Consulting)、新产品与风险开发 (Product and Venture Development)、信息技术与企业变革 (Information Technology and Business Transformation)、金融工程 (Financial Engineering)、财务管理 (Financial Management) 以及制造与运作 (Manufacturing and Operations)。这种设计打破传统职能性课程的框架，切实反映市场的声音，力图符合具体职业领域的要求，使学生能在今后的工作中更快地进入某个具体的管理角色。

我国工商管理硕士教育总体来说，还处在试点阶段之中。在课程设计上，全国工商管理硕士教育指导委员会规定了核心课的指导大纲。经过多年的建设，MBA核心课的教材已经初步满足教学的需求。当然，在质量上还有待进一步完善。随着MBA教学的深入发展，一些院校在培养全面管理人员的基础上，进一步根据自己院校的区域环境和办学条件，探索开设专业方向，以便培养出更适合社会需要的专门管理人才。这就对课程设计提出了新的要求，希望有更专门化的课程支持不同的专业方向。这不仅对教师的科研提出了更高的要求，而且对教材的建设也提出新的

需求。教材不足便是当前工商管理教育中最大的困惑之一。

为了满足工商管理专业方向的发展以及相应的课程设计，在中国人民大学工商管理学院的策划下，机械工业出版社推出了英文版的《MBA专业精品教材》，填补教学用书中空白，力图缓解MBA各专业教学上的急需。在这套丛书中，我们精心选择了北美在经济学、战略管理与组织、管理科学、财务与金融管理、会计、市场营销以及商务技能等7个专业的英文版教材，期望对国内各管理学院所开设的管理专业有所帮助。同时，有志于学好MBA某个专业的管理人员、研究生甚至本科生也可以通过系统地学习该专业所列的教材，掌握个中三昧。

当然，在学习西方的管理理论与经验时，需要认真对待其内在的文化底蕴。正如同样是绘画，西方的绘画注重光线与颜色，体现出一种形象思维，而中国画则注重线条，体现出内在的逻辑思维，从而表现出中国文化与西方文化的差异。本世纪初以来，我国知识分子一直在研究与吸收西方文化，力图西学中用。正如有人所讲，学习的方法有三种形式，一是鸟瞰的方法，二是仰视的方法，三是平视的方法。鸟瞰者，持才傲物，看不起其他民族的文化，更看不起其他民族的管理理念与方法。仰视者，自卑自弃，看不起自己民族的文化，盲目追求其他民族的管理理念与方法。要真正作到西学中用，而不是仅仅学到一些皮毛的话，则需要运用平视的方法，拉开距离，去观察与学习世界上一切优秀的管理理念与方法。今天，我们利用西方的管理理论与实践，是为了更合理地推动中国的管理教学与科研，促进中国的管理实践，切不可邯郸学步，而是真正做到“以我为主、博采众长、融合提炼、自成一家”。

徐=明 博士

中国人民大学管理学教授
中国人民大学工商管理学院院长
全国MBA教育指导委员会委员
1998年盛夏于北京

To my wife Sue—the lady who role-played as my buyer when I carried the sales bag

About the Author

Charles M. Futrell is Professor of Marketing at Texas A & M University in College Station, Texas. He received his B.B.A., M.B.A., and Ph.D. in marketing. Charles is a 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. During that time, he developed and gave thousands of sales presentations to retailers, wholesalers, and industrial buyers.

Dr. Futrell serves as a frequent reviewer for several academic journals, and he is on the editorial board of the *Journal of Personal Selling and Sales Management*. His research in sales and marketing management has appeared in numerous national and international journals. An article in the Summer 1991 issue of the *Journal of Personal Selling & Sales Management* ranked Charles as one of the top sales researchers in America. This work has earned him several research awards and resulted in his being associated with such groups as the national Bank Marketing Association's Sales and Professional Development Council and the Direct Selling Education Foundation's Board of Directors.

Charles has written or cowritten seven successful texts for the college and professional audience—including the popular *Sales Management*. These books are used in hundreds of American and international schools.

Professor Futrell has over 20 years of teaching experience. Noted for being an excellent classroom instructor, he has developed numerous innovative instructional materials including computer simulations, computerized classroom materials, and video exercises.

With over 6,000 full-time business majors, TAMU's new College of Business Administration is the third largest business program in America. Over 500 students enroll in both

the personal selling and sales management courses each year. Dr. Futrell has worked with thousands of students over the years in his sales courses. Due to the popularity of the sales course, Professor Futrell expanded it in 1985. Now, with both a class lecture and a lab program, more students receive his training. Halfway into the course, his graduate students operate the labs up to 24 hours a week so students can create their own video-taped role plays.

Since the previous edition was published, Professor Futrell has visited over 25 organizations to learn more about their personal selling and sales management practices. Half of these were in Canada and Europe. Companies included Coca-Cola (London), L'Oréal Cosmetics (Paris), Parfumerica Fragonard (Nice), Migros (Zurich), BMW (Munich) and ABN AMRO Bank (Amsterdam). Charles also worked on several research projects—Ford Motor Company, for example—and used this book in company sales programs to train salespeople and sales managers. In addition, he helped one \$400 million company develop its complete personal selling and sales management program over a two-year period.

When asked why he stays so active, Charles said, "I have the privilege of working for a great university that has the resources and reputation to open many doors. Students and colleagues around the world expect me to provide them the best information available. My life's professional mission is to learn and get the word out to people on what's involved in sales. Then they can better determine if a sales career is right for them. I'm convinced that sometime in everyone's life they will be selling something, plus they need to recognize when they are being sold."

This broad and rich background has resulted in his being invited to be a frequent speaker, researcher, and consultant to industry. Charles enjoys writing, exercise, photography, and teaching.

Preface

The best way to describe our world in the 1990s is as a dynamic and changing place. The rapid growth in technology, the globalization of business, and increasing competition make sales and relationship skills more important than ever. In the fifth edition of *Fundamentals of Selling: Customers for Life*, my goal is to give students the information that they need to compete in the 21st century. This edition has been updated to include more examples of selling in a global environment, more information about the technology available to every salesperson, and most importantly, how to win customers for life.

Fundamentals of Selling is written by a salesperson turned professor. For eight years I worked in sales with Colgate, Upjohn, and Ayerst. As a professor, I have taught selling to thousands of college students, business people, and industry sales personnel, developing and using the strategies, practices, and techniques presented in this text. Moreover, each year I spend time in fieldwork with sales personnel. In my classes and programs, I stress "learning by doing" examples and exercises and video-tape role playing of selling situations. This text is the result of these experiences.

When students ask me why I moved out of sales, I always reply, "I really haven't. I'm just selling a different product in a different industry." We are all selling, whether it's a product, an idea, our parents, a friend, or ourselves—as when interviewing for a job.

Fundamentals' Approach

Fundamentals of Selling was conceived as a method of providing ample materials for 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 textbook for use in preparing sales presentations and role-playing exercises.

The Philosophy behind This Text

The title of the book should help you understand the philosophy of this text. 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 faced, the salesperson determines the appropriate actions to take for that particular prospect or customer. No matter what situation is faced, 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 problemsolver, a helper, and an advisor for the customer. If the customer has no need, the salesperson should accept it 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 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 can help a person be a better communicator throughout life.

Basic Organization of the Text

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

- **Selling as a Profession.** Emphasizes the history, career, rewards, and duties of the professional salesperson and il-

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 text, 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.
- **Careers in Selling.** Discusses the selling challenge and the excellent career opportunities available in retailing and organizational selling. Coverage of services and nonprofit selling are new to this edition.
- **Managing Yourself, Your Career, and Others.** The importance of the proper use of managing one's time and sales territory are given thorough coverage. Two chapters cover the fundamentals of managing salespeople.

What's New

Lots! But the basic core of our sales process remains because reviewers, users, and especially students love it. Added are more about:

- Sales careers
- Relationship selling
- Total quality selling
- Technology in selling
- Global selling
- The multicultural workplace
- Ethics
- Small business
- Services and nonprofit selling
- Role-plays

The following features have been expanded or are new to this edition:

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 new end-of-chapter exercises help students to better understand themselves and/or the text material. Many can be done within class or completed outside and discussed within class.

Selling Globally. Many of these new box items were written by friends and colleagues from countries around the world.

Technology in Selling. A new 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 fifth edition to stimulate learning. One major goal of this book is to offer better ways of using the textbook to convey sales knowledge to the reader. To do this, the book includes numerous special features:

Photo Essays. The book features many full-color 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 faced by sales professionals. 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 roleplays. 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. They also make effective use of color to enhance their imagery and appeal.

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. Sec-

ond, 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. End-of-chapter exercises provide students an opportunity to experience ethical dilemmas faced in the selling job. Students should review Chapter 3's definition and explanation of ethical behavior 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 to 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 several 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 last one.

Teaching and Learning Supplements

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.

ProSelling Video. Several hours of student role-plays, exercises, examples of selling techniques, and industry sales training programs illustrate role-plays and how industry trains their salespeople. *ProSelling Video* helps to show students how to prepare their role-plays and shows how course content relates to the sales world.

Test Bank. The most important part of the teaching package is *The Test Bank*. *The Test Bank* was given special attention during the preparation of the fifth edition because instructors desire test questions that accurately and fairly assess student competence in subject material. Prepared by Dr. Thomas K. Pritchett and Dr. Betty M. Pritchett of Kennesaw State College and myself, *The Test Bank* provides hundreds of multiple choice and true/false questions. Professor Tom Pritchett also

uses the book for his selling classes. The test items have been reviewed and analyzed by Texas A & M University's Measurement and Testing Center and class tested to ensure the highest quality. Each question is keyed to chapter learning objectives, has been rated for level of difficulty, and is designated either as factual or application so that instructors can provide a balanced set of questions for student exams.

Computerized Test Bank. A *Computerized Test Bank* for the IBM PC computer is available free to adopters. 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.

TeleTest. A favorite of the author's, *TeleTest* allows the instructor to select test questions, call Irwin, and have the test typed out and mailed to the instructor. Irwin can supply various versions of the same questions and can randomly select questions for a chapter by difficulty level.

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.

Video and Computer Notes. Within the *Instructor's Manual* are comments on the use of each video segment, plus computer exercises. You will find titles, running time, teaching objectives, and comments on the use of each video segment.

Transparency Masters. The *Instructor's Manual* contains masters of materials within and outside of the book to create transparencies for overhead projection or photocopies for distribution to students.

Acknowledgments

Working with the dedicated team of professionals at Richard D. Irwin, Inc., who were determined to produce the best personal selling book ever, was a gratifying experience.

In overseeing this revision, Sponsoring Editor Nina McGuffin suggested several improvements and worked enthusiastically and tirelessly to ensure a quality product. Heidi Baughman, Designer, supervised the vibrant new four-color design; and Charlene Breeden, Assistant Manager, Graphics, oversaw the selection of appropriate new photographs for this edition. Project Editor Karen Smith ably guided the manuscript and page proof through the production process.

Another group of people who made a major contribution to this text were the sales experts who provided advice, reviews, answers to questions, and suggestions for changes, insertions, and clarifications. I want to thank each of these colleagues for their valuable feedback and suggestions:

- Ramon A. Avila
Ball State University
- Duane Bachmann
Central Missouri State University
- Deborah Jansky
Milwaukee Area Technical College
- Albert J. Taylor
Austin Peay State University
- Dan C. Weilbaker
Northern Illinois University

I also want to again thank those people who contributed to earlier editions, because their input is still felt in this fifth edition. They were:

Ames Barber, *Adirondack Community College*; John R. Beem, *College of DuPage*; Milton J. Bergstein, *Pennsylvania State University*; Marjorie Caballero, *Baylor University*; Norman Cohn, *Milwaukee Tech*; Gerald Crawford, *University of North Alabama*; William H. Crookston, *California State University-Northridge*; Gary Donnelly, *Casper College*; Sid Dudley, *Eastern Illinois University*; Earl Emery, *Baker Junior College of Business*; O. C. Ferrell, *University of Memphis*; Myrna Glenny, *Fashion Institute of Design and Merchandising*; Ric Gorno, *Cypress College*; Albert Jerus, *Northwestern College*; Donna Kantak, *UPS*; Deborah Lawe, *San Francisco State University*; James E. Littlefield, *Virginia Polytechnic Institute & State University*; Lynn J. Loudonback, *New Mexico State University*; Leslie E. Martin, Jr., *University of Wisconsin-Whitewater*; Brian Meyer, *Mankato State University*; Ken Miller, *Kilgore College*; Harry Moak, *Macomb Community College*; Dick Nordstrom, *California State University-Fresno*; Roy Payne, *Purdue University*; Robert Piacenza, *Madison Area Technical College*; Jeff Sager, *University of North Texas*; Donald Sandlin, *East Los Angeles College*; Camille P. Schuster, *Xavier University*; Dee Smith, *Lansing Community College*; Robert Smith, *Illinois State University*; Ed Snider, *Mesa Community College*; Bill Stanton, *University of Colorado at Boulder*; William A. Stull, *Utah State University*; James L. Taylor, *University of Alabama*; Rollie Tilman, *University of North Carolina at Chapel Hill*; John Todd, *University of Tampa*; Glenna Urbshadt, *British Columbia Institute of Technology*; Bruce Warsleys, *Trend Colleges*; Dan Weilbaker, *Northern Illinois University*; Timothy W. Wright, *Lakeland Community College*; and George Wynn, *James Madison University*.

I would also like to thank the many Texas A & M students who have used the book in their classes and provided feedback. Thanks also to the many instructors who call me each year to discuss the book and what they do in their classes. While we have never met face-to-face, I feel I know you. Your positive comments, encouragement, and ideas have been inspirational to me.

Additionally, salespeople and sales managers have provided photographs, selling techniques, answers to end-of-chapter exercises and cases, and other industry materials that enrich the reader's learning experience. They are:

Kim Allen, *McNeil Consumer Products Company*; Alan Baker, *Noxell Corporation*; Michael Bevan, *Parbrun International of Canada*; Richard Ciotti, *J C Penney Company*; John Croley, *The Gates Rubber Company*; Terry and Paul Fingerhut, *Steamboat Party Sales, Inc.*, *Tupperware*; Bill Frost, *AT&T Communications*; Steve Gibson, *Smith Barney*; Gary Grant, *NCR*; Jerry Griffin, *Sewell Village Cadillac—Sterling, Dallas*; Martha Hill, *Hanes Corporation*; Debra Hutchins, *Sunwest Bank of Albuquerque*; Mike Impink, *Aluminum Company of America ALCOA*; Bob James, *American Hospital Supply Corporation*; Morgan Jennings, *Richard D. Irwin, Inc.*; Eli Jones, *Nabisco Brands*; Patrick Kamlowsky, *Hughes Tool Company*; Cindy Kerns, *Xerox Corporation*; Alan Killingsworth, *FMC Corporation*; Santo Laquatra, *SmithKline Beecham*; Stanley Marcus; Gerald Mentor, *Richard D. Irwin, Inc.*; Jim Mobley, *General Mills, Inc.*; George Morris, *The Prudential Insurance Company of America*; Vikki Morrison, *First Team Walk-In Realty, California*; Greg Munoz, *The Dow Chemical Company*; Kathleen Paynter, *Campbell Sales Company*; Bruce Powell, *Richard D. Irwin, Inc.*; Jack Pruett, *Bailey Banks and Biddle*; Emmett Reagan, *Xerox Corporation*; Bruce Scagel, *Scott Paper Company*; Linda Slaby-Baker, *The Quaker Oats Company*; Sandra Snow, *The Upjohn Company*; Matt Suffoletto, *International Business Machines IBM*; Ed Tucker, *Cannon Financial Group, Georgia*.

For the use of their selling exercises and sales management cases, I am especially grateful to:

- Gerald Crawford, Keith Absher, Bill Stewart
University of North Alabama
- Dick Nordstrom
California State University—Fresno
- James L. Taylor
University of Alabama
- George Wynn
James Madison University

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.

I hope you learn from and enjoy the text. 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.

Charles M. Futrell

Contents in Brief

PART I

Selling as a Profession 1

- 1 The Life, Times, and Career of the Professional Salesperson 2
- 2 Relationship Marketing: Where Personal Selling Fits 38
- 3 Social, Ethical, and Legal Issues in Selling 64

PART II

Preparation for Relationship Selling 93

- 4 The Psychology of Selling: Why People Buy 94
- 5 Communication and Persuasion: It's Not All Talk 130
- 6 Sales Knowledge: Customers, Products, Technologies 156

PART III

The Relationship Selling Process 189

- 7 Find Your Prospect, Then Plan Your Sales Call 190
- 8 Select Your Presentation Method, Then Open It Strategically 226
- 9 Elements of Making a Great Sales Presentation 270
- 10 Welcome Your Prospect's Objections 302

- 11 Closing Begins the Relationship 336

- 12 Service and Follow-up for Customer Retention 368

PART IV

Careers in Selling 389

- 13 Retail Selling: Challenging and Rewarding 390

- 14 Organizational Selling: Business, Services, and Nonprofit 418

PART IV

Managing Yourself, Your Career, and Others 439

- 15 Time, Territory, and Self-Management: Keys to Success 440

- 16 Planning, Organizing, Staffing of Successful Salespeople 464

- 17 Motivation, Compensation, Leadership, and Evaluation of Salespeople 498

Notes 530

Glossary of Selling Terms 538

Photo Credits and Acknowledgments 547

Name Index 549

Company Index 551

Subject Index 553