SELL 7th edition Ingram Solutions Manual

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Instructor Manual

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Purpose and Perspective of the Chapter

Today's salesperson cannot be simply a vessel for information but must enable buyers to do their jobs by helping them know what to do and how to do it. They must focus on solving buyer problems, meeting their needs, and partnering with them. This chapter provides an overview of personal selling, affording insight into the operating rationale of today's salespeople and sales managers. It also describes different approaches to personal selling and presents the sales process as a series of interrelated steps. The chapter concludes with a discussion of several important aspects of sales careers, including types of selling jobs and characteristics and skills needed for sales success. In the highly competitive and complex international business community, personal selling and sales management have never played more critical roles.

Chapter Objectives

The following objectives are addressed in this chapter:

1-1 Discuss personal selling and its unique characteristics as a marketing communications tool.

1-2 Distinguish between transaction-focused traditional selling and trust-based relationship selling, with the latter focusing on customer value and sales dialogue.

1-3 Understand sales professionalism as a key driver in the continued evolution of personal selling.

1-4 Explain the contributions of personal selling to society, business firms, and customers.

1-5 Discuss five alternative approaches to personal selling.

1-6 Understand the sales process as a series of interrelated steps.

1-7 Describe several aspects of sales careers, types of selling jobs, and the key qualifications needed for sales success.

Complete List of Chapter Activities and Assessments

The following table organizes activities and assessments by objective, so that you can see how all this content relates to objectives and make decisions about which content you would like to emphasize in your class based on your objectives. For additional guidance, refer to the Teaching Online Guide.

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Chapter Objective	Activity/Assessment	Source (i.e., PPT slide, Workbook)	Duration
1-1–1-7	Icebreaker	PowerPoint Slide 2	5–10 mins.
1-2	Discussion Activity	PowerPoint Slide 12	5 mins.
1-4	Knowledge Check 1	PowerPoint Slide 19	<5 mins.
1-5	Knowledge Check 2	PowerPoint Slide 27	<5 mins.
1-6	Polling Activity	PowerPoint Slides 30–31	10–15 mins.
1-1–1-7	Learn It: Concept Check Quiz: Chapter 01 Overview of Personal Selling	MindTap Learning Path Chapter 1 Folder	15 mins.
1-1–1-7	Apply It: Assignment: Chapter 01 Overview of Personal Selling	MindTap Learning Path Chapter 1 Folder	20 mins.
Chapters 1–4	Role Play Activity: Part 01 The World of Marketing*	MindTap Learning Path Part 1 Folder	10–15 mins.

* This activity appears at the end of Part 1.

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KEY TERMS

Adaptive selling: The ability of salespeople to alter their sales messages and behaviors during a sales presentation or as they encounter different sales situations and different customers.

AIDA: An acronym for the various mental states the salesperson must lead customers through when using mental states selling: attention, interest, desire, and action.

Business consultant: A role the salesperson plays in consultative selling where they use internal and external (outside the sales organization) sources to become an expert on the customer's business. This role also involves educating customers on the sales firm's products and how these products compare with competitive offerings.

Continued affirmation: An example of stimulus response selling in which a series of questions or statements furnished by the salesperson is designed to condition the prospective buyer to answer "yes" time after time, until, it is hoped, they will be inclined to say "yes" to the entire sales proposition.

Combination sales job: A sales job in which the salesperson performs multiple types of sales jobs within the framework of a single position.

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Consultative selling: The process of helping customers reach their strategic goals by using the products, services, and expertise of the sales organization.

Customer value: The customer's perception of what they get for what they have to give up; for example, benefits from buying a product in exchange for money paid.

Detailer: A category of sales support personnel in the pharmaceutical industry working at the physician level to furnish information regarding the capabilities and limitations of medications in an attempt to get the physician to prescribe their product.

Diffusion of innovation: The process whereby new products, services, and ideas are distributed to the members of society.

Economic stimuli: Something that stimulates or incites activity in the economy**.**

Inside sales: Nonretail salespeople who remain in their employer's place of business while dealing with customers.

Long-term ally: A role the salesperson plays in consultative selling where they support the customer, even when an immediate sale is not expected.

Mental states selling: An approach to personal selling that assumes that the buying process for most buyers is essentially identical and that buyers can be led through certain mental states, or steps, in the buying process; also called the formula approach.

Missionary salespeople: A category of sales support personnel who are not typically involved in the direct solicitation of purchase orders. Their primary roles are disseminating information, stimulating the sales effort to convert prospects into customers, and reinforcing customer relationships.

Need satisfaction selling: An approach to selling based on the notion that the customer is buying to satisfy a particular need or set of needs.

Order-getters: Also called hunters, these salespeople actively seek orders, usually in a highly competitive environment.

Order-takers: Also called farmers, these salespeople specialize in maintaining current business.

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Personal selling: An important part of marketing that relies heavily on interpersonal interactions between buyers and sellers to initiate, develop, and enhance customer relationships.

Pioneers: Salespeople who are constantly involved with either new products, new customers, or both. Their task requires creative selling and the ability to counter the resistance to change that will likely be present in prospective customers.

Problem-solving selling: An extension of need satisfaction selling that goes beyond identifying needs to developing alternative solutions for satisfying these needs.

Revenue producers: A role fulfilled by salespeople that brings in revenue or income to a firm or company.

Sales dialogue: The series of conversations between buyers and sellers that take place over time in an attempt to build relationships.

Sales process: A series of interrelated steps beginning with locating qualified prospective customers. From there, the salesperson plans the sales presentation, makes an appointment to see the customer, completes the sale, and performs post sale activities.

Sales professionalism: A customer-oriented sales approach that uses truthful, nonmanipulative tactics to satisfy the long-term needs of both the customer and the selling firm.

Stimulus response selling: An approach to selling where the key idea is that various stimuli can elicit predictable responses from customers. Salespeople furnish the stimuli from a repertoire of words and actions designed to produce the desired response.

Strategic orchestrator: A role the salesperson plays in consultative selling where they arrange the use of the sales organization's resources in an effort to satisfy the customer.

Technical support salespeople: Technical specialists who may assist in the design and specification process, installation of equipment, training of customer's employees, and follow-up technical service.

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Trust-based relationship selling: A form of personal selling requiring that salespeople earn customer trust and that their selling strategy meets customer needs and contributes to the creation, communication, and delivery of customer value.

Virtual selling: Collection of processes and technologies by which salespeople engage with customers remotely with both synchronous and asynchronous communications.

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WHAT'S NEW IN THIS CHAPTER

The following elements are improvements in this chapter from the previous edition:

- Updated Learning Objective 1-1
- New opening vignette
- New ethical dilemma
- Two new “selling in action” boxes
- New “technology in sales” box
- New end of chapter case
- Updated information and examples
- New material on virtual selling
- Expanded section on customer engagement
- New material on using stories in sales

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CHAPTER OUTLINE

The following outline organizes activities (including any existing discussion questions in PowerPoints or other supplements) and assessments by chapter (and therefore by topic), so that you can see how all the content relates to the topics covered in the text.

I. 1-1 Personal Selling Defined (LO 1-1, PPT Slides 4–5)

a. **Personal selling:** An important part of marketing that relies heavily on interpersonal interactions between buyers and sellers to initiate, develop, and enhance customer relationships.
b. Today’s salesperson strives to furnish valuable information based on unique customer needs.
c. Meeting customer needs requires teamwork.

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d. The interpersonal communications dimension sets personal selling apart from other marketing communications such as advertising and sales promotion, which are directed at mass markets.
e. Personal selling is the most important part of marketing communications for most businesses.

II. 1-2 Trust-Based Selling Relationship (LO 1-2, PPT Slides 6–11)

a. **Trust-based relationship selling:** A form of personal selling requiring that salespeople earn customer trust and that their selling strategy meets customer needs and contributes to the creation, communication, and delivery of customer value.
b. The importance of Customer Value
   - **Customer value:** The customer's perception of what they get for what they have to give up; for example, benefits from buying a product in exchange for money paid.
     - Customers would like to be heard when expressing what they want suppliers and salespeople to provide for them.
     - In the past, personal selling consisted of making a pitch – an approach associated with a "product push" strategy.
     - Customers were pressured to buy without considering their real needs.
     - **Exhibit 1.1 Comparison of Transaction-Focused Traditional Selling with Trust-Based Relationship Selling**
       - Trust-based relationship selling is quite different from traditional selling.
   - **Discussion Activity 1: 5–10 minutes total**. How is personal selling different from other forms of marketing communications?
     - *Answer:* Students' answers will vary but should include the following points. Personal selling, an important part of marketing, relies heavily on interpersonal interactions between buyers and sellers to initiate, develop, and enhance customer relationships. The interpersonal communications dimension sets personal selling apart from other marketing communications such as advertising and sales promotion, which are directed at mass markets. Personal selling is also distinguished from direct marketing and electronic marketing in that salespeople are talking with buyers before, during, and after the sale. This allows for customer feedback, which offers a strong advantage of personal selling over other forms of marketing communications. This is particularly true in business-to-business marketing, where more is spent on personal selling than public relations.
c. The Importance of Sales Dialogue
   - **Sales dialogue:** The series of conversations between buyers and sellers that take place over time in an attempt to build relationships.
   - Sales dialogue is far more than idle chit-chat.

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- Whether the sales dialogue features a question-and- answer format, a conversation, or a sales presentation, the salesperson responds to buyer feedback throughout.
- The key idea is that both parties participate in and benefit from the collaborative process.
- **Group Activity 1: 10–15 minutes total**. Word Association: The Image of Salespeople
  - The purpose of this exercise is to help students realize the negative stereotypes associated with salespeople and selling. Most students will have at least some negative attitudes toward salespeople and selling because of their limited exposure to professional selling. Instructors should use this exercise as an opportunity to assure the students that the focus of the course is on the trust-based relationship selling approach, which is a type of selling that is markedly different from the negative stereotypes permeated by the media and door-to-door selling or phone calls from cable companies, insurance calls or mall intercepts. Ask students to reflect on their sales experiences with people outside their day-to-day culture.
  - Before placing students into teams, ask them to spend two minutes thinking of positive words and/or negative words that come to their minds when they hear the word “salespeople.” Instruct the students to make a list of these words.
  - Now divide the students into teams of three members each. Allow 10 minutes for each team to compare its team members’ thoughts and develop a list of words associated with the word “salespeople.”
  - Next, ask each team to share its list with the class. Record these responses on the board in two columns, one positive and the other negative. Continue recording responses from each team until all teams have shared their responses, then discuss the findings.
  - Many students often have negative stereotypes of salespeople. These stereotypes are typically a result of perceptions that students have formed about salespeople from their experiences with them and their portrayal of them in media.
  - Discussion can focus on the characteristics of a professional salesperson and how to overcome the negative stereotypes of salespeople.
- **Discussion Activity 2: 5 minutes total**. (PPT Slide 12) Give an example of trust-based relationship selling and explain how it is different from transaction-focused traditional selling.
  - *Answer*: As illustrated in Exhibit 1.1, trust-based relationship selling is quite different from traditional selling. Rather than trying to maximize sales in the short run (also called a transaction focus), trust-based relationship selling focuses on solving customer problems, providing opportunities, and adding value to the customer’s business over an

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extended period.
- Trust-based relationship selling focuses on customer needs and what products will help accomplish those needs. This can include items such as software packages that can be customized, services such as marketing, security, banking, etc., typically include follow-ups to ensure that the customer is happy with their product or service, and may include promotional selling if the new product or service can meet a customer's need. Transaction-focused traditional selling focuses on a salesperson getting the sale and moving on – such as selling products like cars, furniture, cell phones, etc. There is little follow-up and no relationship building.

III. 1-3 Evolution of Personal Selling (LO 1-3, PPT Slides 13–15)

a. **Sales professionalism:** A customer-oriented sales approach that uses truthful, nonmanipulative tactics to satisfy the long-term needs of the customer and the selling firm.
   - Sales meets the criterion of operating from a substantial knowledge base that has been developed by academics, corporate trainers and executives.
     - An area of concern includes the amount of autonomy salespeople have to make decisions and the amount of public trust granted to salespeople.
       - Very few salespeople have professional certification credentials.
       - Sales needs to improve through adherence to a uniform ethical code.
       - Evolution is inevitable as tomorrow's professional salesperson responds to a more complex, dynamic environment.
   - **Discussion Activity 4: 10–15 minutes total.** What factors will influence the continued evolution of personal selling?
     - *Answer:* Students' answers will vary, but they should include the following points.
       - For the past several decades, there has been a steady increase in the complexity of the business world, the level of competitive activity, and buyer expectations.
       - These developments have driven an increased focus on sales professionalism by the most progressive sales organizations.
       - The continued evolution of personal selling as a profession is necessary in response to the ever-growing complex, dynamic environment.
       - Factors that will influence this evolution include the increased sophistication of buyers and new computer technologies, and the impact of COVID-19.

IV. 1-4 Contributions of Personal Selling (LO 1-4, PPT Slides 16–18)

a. Salespersons and Society

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- **Economic stimuli:** Something that stimulates or incites activity in the economy**.**
- Salespeople are expected to stimulate action in the business world.
- Salespeople and Diffusion of Innovation
  - **Diffusion of innovation:** The process whereby new products, services, and ideas are distributed to the members of society.
  - By encouraging the adoption of innovative products and services, salespeople make a positive contribution to society.

b. Salespeople and the Employing Firm
- Salespeople as Revenue Producers
  - **Revenue producers:** A role fulfilled by salespeople that brings in revenue or income to a firm or company.
  - Salespeople are increasingly responsible for improving profitability by producing sales revenues and by improving productivity.
- Market Research and Feedback
  - Salespeople play an important role in market research and in providing feedback to their firms.
  - Communication technology gives salespeople and their organizations more opportunities to gather customer feedback.
  - Many firms say they cannot afford to operate without salesforce feedback and research.
- **Discussion Activity 5: 10–15 minutes total.** For a discussion of how salespeople are using sales technology tools, refer to "Technology in Sales: The Advantages of a CRM System."
  - The majority of businesses that consider adopting a CRM system are looking for ways to improve the quality and consistency of their relationships with customers and to build customer loyalty.
- Sales People as Future Managers
  - Many firms use the sales job as an entry-level position that provides a foundation for future assignments.
  - **Polling Activity 1: 5 minutes total**.
    - Do you think that sales experience is valuable for upper management positions? Yes or no.
    - *Answer*: Ask those who responded to explain their reasoning. Refer to "Selling in Action: The Value of Sales Experience."

c. Salespeople and The Customer
- It is imperative that salespeople be honest and candid with customers.
  - Salespeople must be able to demonstrate knowledge of their products and services.
  - Buyers expect salespeople to contribute to the success of the buyer's firm.

d. **Knowledge Check 1: <5 minutes total**. (PPT Slide 19)
- The distribution of new products, services, and ideas to the members of society is known as _____.

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a. revenue production
b. diffusion of innovation
c. economic stimuli
d. customer value

- *Answer*: b—diffusion of innovation. Diffusion of innovation describes the process whereby new products, services, and ideas are distributed to the members of society.

V. 1-5 Alternative Personal Selling Approaches (LO 1-5, PPT Slides 20–26)

a. **Adaptive selling:** The ability of salespeople to alter their message to sales situations and different customers.
b. **Stimulus response selling:** An approach to selling where the key idea is that various stimuli can elicit predictable responses from customers.
   - Salespeople furnish the stimuli from a repertoire of words and actions designed to produce the desired response.
     - **Figure 1.1: Stimulus Response Approach to Selling**
       - The key idea is that various stimuli can elicit predictable responses.
     - Salespeople furnish the stimuli from a repertoire of words and actions designed to produce the desired response.
   - **Continued affirmation:** An example of stimulus response selling in which a series of questions or statements furnished by the salesperson is designed to condition the prospective buyer to answer "yes" time after time, until, it is hoped, they will be inclined to say "yes" to the entire sales proposition.
     - The limitation is that most buyers like to take an active role in sales dialogue, and the stimulus response approach calls for the salesperson to dominate the flow of conversation.
     - The lack of flexibility in this approach is also a disadvantage.
c. Mental States Selling
   - **Mental states selling:** An approach to personal selling that assumes that the buying process for most buyers is essentially identical and that buyers can be led through certain mental states, or steps, in the buying process; this is also called the formula approach.
     - **Exhibit 1.2: Mental States View of Selling**
       - **AIDA:** An acronym for the various mental states the salesperson must lead customers through when using mental states selling: attention, interest, desire, and action.
d. Need Satisfaction Selling
   - **Need satisfaction selling:** An approach to selling based on the notion that the customer is buying to satisfy a particular need or set of needs.
     - **Figure 1.2: Need Satisfaction Approach to Selling**
       - It is the salesperson's task to identify the need to be met, then to help the buyer meet the need.

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        - Customers appreciate this selling method and will hold preliminary meetings to define needs prior to a sales presentation or written sales proposal.
    - **Role Play: 10–15 minutes total.** Use the Chapter 1 Case Study: Aloft Outdoor Apparel for an in-class or online role play between a sales representative and a potential client. How does this scenario illustrate need satisfaction selling? (Note: The case and role play will be found near the end of this IM.)

e. Problem-Solving Selling
    - **Problem-solving selling:** An extension of need satisfaction selling that goes beyond identifying needs to developing alternative solutions for satisfying these needs.
        - **Figure 1.3: Problem-Solving Approach to Selling**
            - This approach educates the customer about the impact of the problem and communicates how the solution delivers value.
            - This approach is most successful for technical industrial sales.

f. Consultative Selling
    - **Consultative selling:** The process of helping customers reach their strategic goals by using the products, services, and expertise of the sales organization.
    - In consultative selling, salespeople fulfill three primary roles: strategic orchestrator, business consultant, and long-term ally.
        - **Strategic orchestrator:** A role the salesperson plays in consultative selling where they arrange the use of the sales organization's resources in an effort to satisfy the customer.
        - **Business consultant:** A role the salesperson plays in consultative selling where they use internal and external (outside the sales organization) sources to become an expert on the customer's business. This role also involves educating customers on the sales firm's products and how these products compare with competitive offerings.
        - **Long-term ally:** A role the salesperson plays in consultative selling where they support the customer, even when an immediate sale is not expected.
    - **Discussion Activity: 10 minutes total**. How important is teamwork between the customer and the sales organization in practicing consultative selling? How does teamwork within the sales organization factor into consultative selling?
        - *Answer:* Students' answers will vary, but they should include the following points and begin by relating their own teamwork experiences. Teamwork between the customer and the sales organization is essential for the success of consultative selling. This is especially true when the salesperson assumes the roles of a strategic orchestrator and a long-term ally. Teamwork within the sales organization is also essential because internal resources must be allocated to help the organization's customers achieve their strategic goals.

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g. **Knowledge Check 2: <5 minutes total.** (PPT Slide 27)
   - Which approach to selling involves developing alternative solutions for satisfying customer needs?
     a. Stimulus response selling
     b. Consultative selling
     c. Need satisfaction selling
     d. Problem-solving selling
   - *Answer*: d—Problem-solving selling. Need satisfaction selling assumes that the customer is buying to satisfy a particular need or set of needs. Problem-solving selling is an extension of need satisfaction selling. It goes beyond identifying needs to developing alternative solutions for satisfying these needs.

VI. 1-6 The Trust-Based Sales Process (LO 1-6, PPT Slides 28–29)

a. **Sales Process:** A series of interrelated steps beginning with locating qualified prospective customers.
   - From there, the salesperson plans the sales presentation, makes an appointment to see the customer, completes the sale, and performs post sale activities.
   - **Figure 1.4: Trust-Based Sales Process**
     - The sales process is increasingly being viewed as a relationship management process.
   - The element of trust between the customer and the salesperson is an essential part of enduring relationships.
   - An important element of achieving sound relationships with customers is to recognize that individual customers and their needs must be addressed with appropriate selling strategies and tactics.
   - The sales process is broken into steps to facilitate discussion and sales training. The steps are highly interrelated.
   - Acquiring a new customer typically will require multiple sales calls.

b. **Polling Activity 2: 10–15 minutes total.** (PPT Slides 30–31)
   - Nikol Mercy is a sales representative for Best Bags, a supplier of custom-print shopping bags in Chicago. Her customers are upscale retailers who see the value of colorful shopping bags not only as a convenience for customers but also as walking billboards that help advertise for the retailer. Best Bags offers a variety of sizes and colors. Pricing to the retailers depends on the sizes and quantities ordered, and how many colors are used in custom-print designs. Nikol has been successful in this market for two years, but a recent economic slump has had a slightly negative impact on her performance. Her retail customers are cutting costs by ordering less expensive bags or by using generic shopping bags instead of the more expensive options from Best Bags.

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Amit Ivan, the sales manager at Best Bags, recently told Nikol, "You have slipped a bit over the past couple of months. I would hate to see you miss out on your year-end bonus if you don't make your quota this year. You have to find a way to get your customers into the more expensive bags. Tell them that the best time to advertise is when things are slow. Tell them that when the upturn comes, they will be glad they invested more in their business." Nikol tried to sell the more expensive items for a couple of weeks without any results. Customers pushed back hard, saying now was simply not the time to spend more.

- **What should Nikol do?**
  - Keep trying to follow Amit's directive—after all, he is the boss.
  - Try to convince Amit that a customer-oriented approach will work best over the long run.
  - Tell Amit that she is working on selling the more expensive bags, but doesn't like to push expensive bags to the customers.
- *Answer*: Students' answers will vary, but most will likely agree that convincing Amit that a customer-oriented approach is the right one. A productive sales approach first defines customer needs, then illustrates how the sales organization can deliver the value the customer is seeking, and ultimately leads to customer acknowledgment of the value to be gained. This results in a mutually beneficial joint decision between the buyer and seller. With this approach, the sales process is much more about "problem solving with" customers rather than "selling to" customers.

VII. 1-7 Sales Careers (LO 1-7, PPT Slides 32–35)

a. Characteristics of Sales Careers
   - An important element in career success is the match between the individual's capabilities and career goals with the chosen profession:
     - **Exhibit 1.3: Occupational Outlook for Salespeople**
       - The U.S. government projects stable demand for salespeople through 2030.
     - Advancement opportunities. Advancement opportunities for college-educated salespeople remain an attractive dimension of sales careers.
     - Immediate feedback. The opportunity to react immediately to customer feedback during sales presentations is a strong benefit of adaptive selling.
     - Job variety. In sales, day-to-day variation on the job is the norm.
     - Independence. Independence of action and freedom to make decisions are advantages that sales positions have over tightly supervised jobs.
     - Compensation**.** The potential for higher earnings is based on performance and the complexity of the job.

b. Classification of Personal Selling Jobs

c. Sales Support

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- **Missionary salespeople:** A category of sales support personnel who are not typically involved in the direct solicitation of purchase orders. Their primary roles are disseminating information, stimulating the sales effort to convert prospects into customers, and reinforcing customer relationships.
- **Detailer:** A category of sales support personnel in the pharmaceutical industry working at the physician level to furnish information regarding the capabilities and limitations of medications in an attempt to get the physician to prescribe their product.
- **Technical support salespeople:** Technical specialists who may assist in the design and specification process, installation of equipment, training of customer's employees, and follow-up technical service.

d. New Business
   - **Pioneers:** Salespeople who are constantly involved with either new products, new customers, or both. Their task requires creative selling and the ability to counter the resistance to change that will likely be present in prospective customers.
   - **Order-getters:** Also called hunters, these salespeople actively seek orders, usually in a highly competitive environment.

e. Existing Business
   - **Order-takers:** Also called farmers, these salespeople specialize in maintaining current business.

f. Inside Sales
   - **Inside sales:** Nonretail salespeople who remain in their employer's place of business while dealing with customers.
   - **Virtual selling:** Collection of processes and technologies by which salespeople engage with customers remotely with both synchronous and asynchronous communications.

g. Direct-to-Consumer Sales
   - Direct-to-consumer salespeople are the most numerous type of salespeople.
   - There are approximately 4.1 million retail salespeople in this country.

h. Combination Sales Jobs
   - **Combination sales job:** A sales job in which the salesperson performs multiple types of sales jobs within the framework of a single position.

i. Qualifications and Skills Required for Success by Salespeople
   - Active listening— includes asking appropriate questions, and not interrupting at inappropriate times
   - Service orientation—actively seeking ways to help customers
   - Oral communications skills—including persuasive communications
   - Coordination and problem solving—includes bringing others together and reconciling differences
   - Written communications skills—including computer and other technologically facilitated communications

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- Logical reasoning resulting in rational reasons to take action
- Strategic and organizational skills so work can be planned and executed efficiently
- Dependability and attention to detail
- Motivation and persistence in the face of obstacles
- Integrity—honest and ethical
- Initiative—willing to take on responsibilities and challenges
- Adaptability—open to change and devoted to continual learning
- Confidence in oneself and products will instill confidence in the customer
- Empathy—ability to feel or understand what another person is experiencing
- Time management—effectively managing one's time as well as others'
- **Experiential/Group Exercise: Understanding What It Takes to Succeed in Sales Objective: Two hours total**. To build awareness among students that selling requires extensive knowledge and efficient skills and that salespeople must be well prepared when calling customers
  - **Teaching Tip**: In some instances, this assignment will work better if students perform it in teams of two or three.
  - Salespeople from campus recruitment organizations can be a good source of interview candidates.
  - Students should be encouraged to learn how to contact a campus sales rep.
    - Have students interview a salesperson to understand what it takes to be successful in professional selling. In addition to the following interview questions, ask students to develop two additional questions for their interviews.
      - What are the key skills required in your job?
      - What do you need to know about your products or services in order to succeed?
      - How has professional selling changed in the past few years?
      - How do you prepare for your sales calls with new customers?
      - Students should write a summary report of their interviews and be prepared to discuss their key conclusions in class.

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Additional Discussion Questions

The following are discussion questions that do not appear in the text, PPTs, or courseware (if courseware exists) – they are for you to use as you wish. You can assign these questions several ways: in a discussion forum in your LMS; as whole-class discussions in person; or as a partner or group activity in class.

1. What are the key differences between transaction-focused traditional selling

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and trust-based relationship selling?

Students' answers will vary, but they should include the following points. The key differences between transaction-focused traditional selling and trust-based relationship selling are as follows:

Key Differences	**Transaction-Focused Traditional Selling**	**Trust-Based Relationship Selling**
Typical skills required	Selling skills Finding prospects Making sales presentations	Selling skills Information gathering Listening and questioning Strategic problem solving Creating and demonstrating unique, value-added solutions Teambuilding and teamwork
Primary focus	The salesperson and the selling firm	The customer and the customer's customers
Desired outcomes	Closed sales Order volume	Trust Joint planning Mutual benefits Enhancing profits
Role of salesperson	Make calls and close sales	Business consultant and long-term ally Key player in the customer's business
Nature of communications with customers	One-way, from salesperson to customer Pushing products	Two-way and collaborative Strive for dialogue with the customer
Degree of salesperson's involvement in customer's decision-making process	Isolated from customer's decision-making process	Actively involved in customer's decision-making process
Knowledge required	Product knowledge	Product knowledge

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	Competitive knowledge Identifying opportunities Account strategies	Selling company resources Competitive knowledge Account strategies Costs Identifying opportunities General business and industry knowledge and insight Customer's products, competition, and customers
Post-sale follow-up	Little or none: move on to conquer next customer	Continued follow-through to: Ensure customer satisfaction Keep customer informed Add customer value Manage opportunities

2. How do salespeople contribute to our society? Are there negative aspects of personal selling from a societal perspective?

   Students' answers will vary, but they should include the following points. Salespeople contribute to their nations' economic growth in two basic ways. They stimulate economic transactions and further the diffusion of innovation. In a fluctuating economy, salespeople make invaluable contributions by assisting in recovery cycles and helping to sustain periods of relative prosperity. Salespeople play a critical role in the diffusion of innovation, the process whereby new products, services, and ideas are distributed to the members of society. Consumers who are likely to be early adopters of an innovation often rely on salespeople as a primary source of information. While acting as an agent of innovation, a salesperson invariably encounters a strong resistance to change in the latter stages of the diffusion process. The status quo seems to be extremely satisfactory to many parties even though, in the long run, change is necessary for continued progress or survival of the society. By encouraging the adoption of innovative products and services, salespeople may indeed be making a positive contribution to the society.

   The negative aspects of personal selling can become apparent when salespeople

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exhibit unethical conduct toward customers. If salespeople mislead a consumer about a product or service for their own or their company's benefit, then society is negatively impacted. Society's perception of personal selling as a professional and ethical occupation is adversely affected, and the credibility of salespeople as accurate sources of new information is tarnished.

3. What are the primary contributions of salespeople to their employers?

   Students' answers will vary, but they should include the following points. Salespeople make three important contributions to their firms. First, they are the direct producers of revenue in most business firms. Second, they play an important role in market research and providing feedback to their firms. For instance, salespeople can provide information about customer-requested additions to the product line.

   Finally, salespeople serve as a pool of candidates for promotion into management positions. Many firms use the sales job as an entry-level position that provides a foundation for future assignments for the candidates.

4. Most businesses would have a difficult time surviving without the benefits of the salespeople who call on them. Do you agree?

   Yes, because customers benefit from salespeople in many ways. There has been a long-standing expectation that salespeople need to be the key contact for the buyer, who expects that they will coordinate activities within the selling firm to deliver maximum value to the customer. The overall conclusion is that buyers expect salespeople to contribute to the success of the buyer's firm. Buyers value the information furnished by salespeople, and they expect salespeople to act in a highly professional manner. Students' answers will vary, but they should include the points mentioned above.

5. How are the need satisfaction selling approach and the problem-solving selling approach related? How do they differ?

   Students' answers will vary, but they should include the following points. Need satisfaction and problem-solving selling are two of the five basic approaches to personal selling that have been in use for decades. Salespeople use these approaches to uncover and satisfy the needs of buyers. Need satisfaction selling is based on the notion that the customer is buying to satisfy a particular need or set of needs. Problem-solving selling is an extension of need satisfaction selling. It goes beyond identifying needs to developing alternative solutions for

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satisfying these needs. The primary difference between problem-solving selling and need satisfaction selling is that problem-solving selling seeks to develop alternative solutions to satisfy buyers' needs, such as competitors' offerings.

6. How does the consultative selling approach differ from the problem-solving selling approach and the need satisfaction selling approach? Explain the three key roles of consultative salespersons.

   Students' answers will vary, but they should include the following points. The consultative selling approach differs from the problem-solving selling approach as it focuses on achieving the strategic goals of customers, not just meeting needs or solving problems. To engage in consultative selling, salespeople confirm their customers' strategic goals and then work collaboratively with customers to achieve those goals.

   In consultative selling, salespeople fulfill three primary roles: strategic orchestrator, business consultant, and long-term ally. As a strategic orchestrator, the salesperson arranges the use of the sales organization's resources in an effort to satisfy the customer. In the business consultant role, the salesperson uses internal and external (outside the sales organization) sources to become an expert on the customer's business. This role also includes an educational element—that is, salespeople educate their customers on products they offer and how these products compare with competitive offerings. As a long-term ally, the salesperson supports the customer, even when an immediate sale is not expected.

7. Discuss the final step of the sales process (enhancing customer relationships) in relation to the continuing evolution of personal selling.

   Students' answers will vary, but they should include the following points. The final step of the sales process is enhancement of customer relationships, and it is an important part of the continuing evolution of personal selling. As personal selling evolves from a transaction-focused traditional selling process to a trust-based relationship selling process, the ability of salespeople to enhance their relationships with their customers will become increasingly important.

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SOLUTIONS TO END OF CHAPTER CONTENT

1. **Chapter 1 Role Play. Interviewing for a Sales Position.**

   Background: Assume that you are seeking a job as a sales representative with a company that you want to work for after graduation from college. The recruiter has told you that you should come prepared to talk about five of your attributes that would make you a good candidate for the position. The recruiter told you that you could pick five of your strengths from the following list of attributes:

   1. Active listening—including asking appropriate questions and not interrupting at inappropriate times
   2. Service orientation—actively seeking ways to help customers
   3. Oral communications skills—including persuasive communications
   4. Coordination and problem solving—bringing others together and reconciling differences
   5. Written communications skills—including computer and other technologically facilitated communications
   6. Logical reasoning, resulting in rational reasons to take action
   7. Strategic and organizational skills so work can be planned and executed efficiently
   8. Dependability and attention to detail
   9. Motivation and persistence in the face of obstacles
   10. Integrity—honest and ethical
   11. Initiative—willing to take on responsibilities and challenges
   12. Adaptability—open to change and devoted to continual learning
   13. Confidence in oneself and products will instill confidence in the customer
   14. Empathy—ability to feel or understand what another person is experiencing
   15. Time management—effectively managing one's time as well as others'

   The recruiter told you that you will discuss your five strengths, with one minute allowed for each strength. After you discuss each strength, the recruiter may have questions before you move on to the next strength until all five of your chosen strengths have been covered.

   Situation: Before the role play, all students choose five attributes from the list of 12 above and prepare to briefly explain (one minute per attribute) why these attributes are strengths for you.

   Characters: There are three characters: a sales recruiter; a student applying for a sales position; and an assistant to the recruiter who will take notes and evaluate the job applicant's performance.

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Scene: Commence with the exercise and upon conclusion provide feedback to the job applicant. For example, did the applicant make a convincing case? What did they do well? What could they have done better?

Repeat the exercise until all three students have played the role of the applicant, the recruiter, and the assistant to the recruiter.

2. **Chapter 1 Case. Aloft Outdoor Apparel**

Background
With its headquarters in New York, Aloft Outdoor Apparel sells outerwear to specialty outdoor stores throughout the United States and Canada. Featuring the latest in design and styling, Aloft's products incorporate materials designed to protect wearers from cold temperatures as well as exposure to the sun. A successful company with strong brand preference, it is no surprise that Aloft is among the higher-priced suppliers in the outerwear market. Aloft does no formal advertising or sales promotion, preferring word-of-mouth and social media. The company promotes its brand through social media campaigns as well as influencers on Facebook, Instagram, TikTok, and YouTube. While the company does not hire celebrity spokespersons on a longer-term basis, Aloft does utilize extreme athletes to promote its products at specific events such as X-Games competitions.

Current Situation
Kyrie Blanding recently joined Aloft as a Denver-based sales representative with primary responsibility for the Colorado market. Kyrie's primary customers are outdoor specialty stores in Denver, Colorado Springs, Boulder, and major ski areas. Kyrie is a recent college graduate from the University of Northern Colorado with a degree in marketing. While in school, Kyrie had several part-time jobs and competed as a member of the cross-country ski team. Kyrie did an internship with Aloft and was excited to land a full-time sales position. She became sold on the quality of the products and the culture of the organization. By the end of the training, Kyrie was enthusiastic about representing Aloft.

Despite early successes, Kyrie had run into an obstacle with High Country Outfitters, a small chain with six stores. When first pursuing High Country, Kyrie did some research on the company. This research indicated that High Country experienced sales growth in recent years and attributed its success to providing the highest-quality products at competitive prices. Customers offered positive reviews in social media posts. High Country seemed concerned about the environment, taking a strong stance against the "throwaway society." This philosophy aligned well with Aloft's views. Similar to High Country, Aloft attributed success to superior products and customer experience, backed up by a generous repair warranty.

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When Kyrie first approached Zuri Wiggins, the lead buyer for High Country, things went well. Zuri was impressed that Kyrie had done the homework on High Country and was pleased that the two companies shared core values related to the customer experience and environmentally friendly practices. In their first meeting, Kyrie had provided Zuri with an overview of Aloft's product lines and tried to determine what would be important to Zuri in consideration of adding Aloft as a supplier. Zuri was open with Kyrie and indicated a positive impression of the products, but not sure they would fit in High Country's stores due to price point and overlap with existing brands already in stock. Near the end of their first meeting, the following conversation took place:

Kyrie: Zuri, I hope you will agree that our products fit the bill in terms of high-quality at a competitive price.

Zuri: I agree on the high-quality piece but am not sure about the pricing. Our customers want high quality, but they also want really good value.

Kyrie: I understand completely and we have thousands of customers who tell us that our products are worth the price. And of course you know that a higher retail price means more profits for High Country.

Zuri: Well, yes that's obvious if it's something we can sustain in the long run. But if we get greedy, we can lose those loyal customers.

Kyrie: We both know that customers vote with their dollars and we have a great record of pleasing our customers. In my opinion, your customers will see the value and price will not be a major concern. Sure, you have some customers that won't buy our products, but those who are seeking long- term value will gladly pay the price.

Zuri: They may be, but I am not convinced just yet.

Kyrie: I know we are running out of time before your next meeting, so could I summarize where we are for now?

Zuri: Sure, go ahead.

Kyrie: You like our products, but you are not sure the price point fits your customer base. You like the durability of our products and the fact that we don't sell throwaway items. Am I right about those two things?

Zuri: No arguments from me.

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Kyrie: I think the only way to answer the price-point issue is for you to give our products a try. I am sure they will sell without any problem—let the market decide.

Zuri: Well, I am not prepared to make that decision today and I really do need to get to my next meeting.

Kyrie: Is there anything other than the price-point issue that we need to discuss before you make a decision?

Zuri: Well, yes there is. I ask all of our suppliers to give me a plan for how they would help drive consumer traffic to my stores and then, through merchandising and personal selling, help convert that traffic to sales in the store. I have to run now, but I would be willing to meet again if you have some concrete ideas on those topics.

Kyrie: That works for me. Would 2:00 p.m. next Thursday work for you?

Zuri: I will put it on my calendar, see you then.

Kyrie left Zuri's office with mixed feelings. It was clear that Zuri did not think Aloft's products would "sell themselves" as Kyrie believed. Further Kyrie was concerned that Zuri wanted marketing ideas for driving consumer traffic to the High Country stores. Aloft did not use traditional advertising or sales promotion. Kyrie thought, "Well, I am a salesperson, and I could definitely train High Country's salespeople on how to sell the products in the store. Maybe I can come up with something on driving consumer traffic to the stores and merchandising our products in the store." Later that day, Kyrie scheduled a meeting with the Aloft regional sales manager, Malik Smith, to plan the upcoming meeting with Zuri.

Questions

1. How would you evaluate Kyrie's performance in the situation? Include any positive and negative aspects of Kyrie's performance.

   Students' answers will vary. Some of the positive aspects of Kyrie's performance are as follows:

   - Kyrie was honest with Zuri.
   - Kyrie demonstrated knowledge of Aloft's products and services, especially because they compare with the competitive offerings at High Country stores.
   - Kyrie was able to determine Zuri's strategic priorities for High Country and communicate how Aloft can create and deliver customer value.

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A negative aspect of Kyrie's performance is the lack of sufficient knowledge about market opportunities and relevant business trends that may affect Zuri's business.

2. What recommendations can you make for Kyrie's next meeting with Zuri?

   Students' answers will vary. Kyrie should discuss strategies on how Aloft's products would increase traffic at High Country stores and how High Country can convert this traffic into sales.

Role Play
Characters: Aloft sales representative Kyrie and the sales manager, Malik

Scene:
Location—Malik's office

Action—Malik has directed Kyrie to plan for the next sales call with Zuri at High Country. One step in the planning will be to role-play with Malik playing the role of Zuri. In setting up the role-play, Malik told Kyrie, "Decide how you want to proceed. You should come in with some ideas for marketing, merchandising, and in-store selling. But there might also be some questions for Zuri to set the stage for the rest of the sales call. I just want to critique your first few minutes of how you plan to approach Zuri the next time you see her." Following the role-play, Malik will provide Kyrie with feedback.

3. **Chapter 1 Continuing Case. Overview of Personal Selling.**

Introduction
All American Copier (AAC) sells a variety of copiers to small and medium-sized businesses. AAC has been in business for eight years and has been growing at a steady pace. AAC differentiates itself from other copier companies by customizing its products to meet the specific needs of each customer and by providing excellent customer service. The company's salesforce plays a key role in creating value and managing customer relationships.

Simone Brown has been an AAC salesperson for the past four years. She has steadily improved her sales performance during her time with AAC, and now is in the top one-fourth of all AAC sales representatives as measured by two key metrics: overall sales volume and customer satisfaction. Simone has been especially successful with small professional firms, such as attorneys, architects, accountants, and medical professionals. She is excited to begin her

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fifth year with AAC and has established challenging goals to increase sales from existing customers and to generate new customers.

Simone recently met with Alex Friend, her sales manager and was quite excited about the upcoming year. Alex had told Simone that she was progressing toward a possible promotion into sales training if she had another good year in her sales position. In addition, Alex gave Simone this feedback: "Alex, I think you are doing a fine job with your customers, but I would like to see you become more of a consultative salesperson in the coming year. I would also like for you to sharpen your group communications skills, as that will be important if you are promoted into sales training. We will talk about the specifics more as the year goes along. Meanwhile, thanks for your results to date and good luck with the upcoming year."

Questions

1. Simone had been thinking about Alex Friend's feedback that directed her to become more of a consultative salesperson. In thinking about her own selling approaches, she knew that she had been concentrating on the needs satisfaction and problem-solving approaches. What must Simone do to become a more consultative salesperson?

   Students' answers will vary. To become more of a consultative salesperson, Simone needs to shift her focus from helping her customers solve copier-related problems to helping her customers reach their strategic objectives. This will require her to expand her involvement with her customers, looking for opportunities to help her customers obtain their strategic objectives through the products she sells as well as the business expertise and other resources she and her company can provide. Simone will need to serve as a strategic orchestrator, a business consultant, and a long-term ally to her customers. To fill these roles, Simone will need to develop expertise on her company's capabilities and the industries in which her customers compete. She will also need to demonstrate the trustworthiness necessary for organizations to share their strategic goals with her.

2. Three months later, Simone was having mixed results with the consultative selling approach. She was finding that some of her customers just wanted the convenience of having a copier in their offices, and did not seem eager to discuss their strategic goals. She was beginning to wonder about the consultative selling model, thinking it

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was not such a good idea after all. What recommendations do you have for Simone?

Students' answers will vary. First, Simone needs to maintain a consultative relationship with those customers who are likely to generate enough revenue (now or in the future) or those customers who are likely to make the consultative approach profitable (at least in her company's long run). Given the appropriate set of customers, Simone needs to respect and appreciate the relationship orientation of each of those customers. Some customers will desire a consultative relationship, and others will not desire the same.
Further, Simone would have to invest significant effort and time to develop and maintain a consultative relationship with her customers, and it's unlikely that she would be able to maintain an effective consultative relationship with all of her customers.
Finally, as she gains experience, competence, confidence, and a successful track record in her role as a consultative salesperson, Simone will be in a better position to win over some of the customers who are currently not interested in such a relationship.

3. A month before the annual meeting for all AAC sales representatives, Alex Friend told Simone, "For the upcoming meeting, I want you to prepare a 10-minute presentation about the pros and cons of the basic selling approaches that we use at AAC compared to our competitors." AAC's sales training program advocated the use of needs satisfaction, problem solving, and consultative selling. Many of AAC's key competitors used the same approaches. However, some of the toughest competitors used stimulus response and mental states attention, interest, desire, and action (AIDA) approaches. This latter category of competitors often stressed lower prices and utilized telemarketing instead of field sales representatives in selling their products. Put yourself in Simone's role and prepare the presentation requested by Alex Friend.

   Students' answers will vary. They should include some discussion of the idea that stimulus response and mental states approaches are transaction-focused traditional selling approaches and not trust-based relationship approaches. These approaches, combined with lower prices and less interpersonal interaction, tend to produce price-loyal customers. This represents a disadvantage for AAC, especially if the market begins to commoditize copiers (i.e., fails to recognize any difference between competing offers). Another disadvantage of the problem-solving approach, need satisfaction approach, and consultative

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selling approach is that they require substantial investment in sales training and, subsequently, are more expensive to utilize when compared with telemarketing and other non-interpersonal forms of sales communication.

The primary advantage of the trust-based relationship selling approaches (i.e., problem-solving approach, need satisfaction approach, and consultative selling approach) is that they tend to build loyal customers and provide a certain degree of insulation against price competition. In addition, AAC's salespeople are in a better position to identify other opportunities (e.g., identify problems that customers may not be aware of) and provide customized solutions to their customers by working more closely with their customers through interpersonal interaction.

4. Early in the year, Alex Friend told Simone that her efforts were needed to gain more exposure for AAC's college recruiting program: "Simone, I want you to be part of a two-person team to help with recruiting on two college campuses in your territory. The other team member will be an experienced recruiter who had sales experience before moving into recruiting. The two of you should seek out opportunities as guest speakers for classes and student organizations. Your role will be to talk about how sales can be a great place to start a career, and for some, a great career path. Think about the future of selling and what it takes to be successful and share your thoughts with students." Acting as Simone, make note of ten key points you would like to make about the future of professional selling and what it takes to be successful.

   Students' answers will vary. They may include the following key points about the future of professional selling: advantages of job security, advancement opportunities, immediate feedback, prestige, job variety, independence, and high compensation. Some of the attributes that would help Simone be successful are empathy, strong ego drive, self-motivation, ethical behavior, and strong interpersonal communication skills.

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Additional Activity

The following is an activity developed by Cengage in conjunction with Associate Professor of Marketing Deb Tech at Dakota State University but not included in the text, PPTs, or courseware (if courseware exists) – they are for you to use if you wish.

1. In each chapter, there is a separate activity available on the Instructor Companion Site that can be used to have students act like sales professionals. These activities can be used in all different types of classrooms: hybrid, face-to-face, and virtual. Though the activities build on one another, and it is highly recommended that you use all activities for each chapter, some chapters can be used as stand-alone activities.

    a. Students assume the roles of a travel agent and a prospect that are putting together a group trip. There is one assignment per chapter, a combination of written assignments and partner role plays, designed to provide a cohesive learning experience that culminates in a final role play (Chapter 9).
    b. Most activities typically require less than 90 minutes to complete, except for Chapter 10. The activity for Chapter 10 incorporates 7 days of tracking. This activity can be assigned at any point in the term.
    c. Instructors may choose to use only certain activities to emphasize a concept from the text. However, it should be noted that the final role play (Chapter 9) uses knowledge and techniques developed in previous assignments.
    d. The assignments use the hospitality industry, specifically group travel, as the industry of choice. However, the activities have been designed such that instructors may use a different industry with minimal modification of the assignments. This may be an industry that the instructor has experience with—or one that is of interest to the students or academic institution. It is strongly recommended that the same industry is used for all the activities as it allows students to focus on selling techniques—rather than learn a new set of product and industry parameters for each assignment.

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Assignments	Concepts	Chapter Learning Objective(s)	Assignment Learning Outcomes
Chapter 01: Career Interview	Best practices in interviewing remotely. Use of video conferencing software and recording features.	1-7: Describe several aspects of sales careers, types of selling jobs, and the key qualifications needed for sales success.	1. Use video conferencing (VC) software and recording software. 2. Demonstrate best practices while video conferencing. 3. Practice interviewing skills in a virtual environment. 4. Evaluate individual qualities as a salesperson. 5. Evaluate VC interviewing skills.
Chapter 02: Knowledge Bases	Product, industry and competitive knowledge. Using the internet to conduct searches.	2-4: Discuss the knowledge bases that help build trust and relationships.	1. Apply practical research via internet searches 2. Compare different product options 3. Create a document summarizing competitive, company and product information.
Chapter 03: Group Profile	Group profiling. Multi-attribute model: create buying preferences.	3-1: Categorize primary types of buyers. 3-2: Discuss the distinguishing characteristics of business markets. 3-4: Discuss the different types of buyer needs. 3-5: Describe how buyers evaluate suppliers and alternative sales offerings by using the multi-attribute model of evaluation.	1. Create a customer profile. 2. Analyze and categorize different buyer needs. 3. Use a multi-attribute model of evaluate.

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Chapter 04: Questioning Techniques	Questioning techniques. Amount and specificity of information desired. Strategic purpose. SPIN system. ADAPT system.	4-2: Explain the primary types of questions and how they are applied in selling. 4-3 Connect the diverse roles to the use of strategic questioning in trust-based selling. 4-4: Explain the five steps of the ADAPT questioning sequence for effective fact-finding and needs discovery.	1. Amount and Specificity of Information Desired 2. Strategic Purpose 3. SPIN Questioning System 4. ADAPT Questioning System
Chapter 05: Initial Contact - Information Gathering	Questioning techniques. Rapport building. Note taking. Screen sharing in VC.	5-5: Describe the types of information salespeople need to prepare for sales dialogue.	1. Become more proficient with video conferencing a. Practice screen sharing b. Utilize recording software 2. Practice questioning techniques used in sales 3. Practice building rapport 4. Practice taking notes in sales calls 5. Evaluate their performance as a salesperson 6. Evaluate (and likely compare) other student's performance as salespeople

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Chapter 06: Emotional - Rational Decisions	Types of buying needs. Emotional and rational motives. Features and benefits.	6-1: Explain why it is essential to focus on the customer when planning sales calls. 6-2: Utilize alternative ways of communicating with prospects and customers through canned sales presentations, written sales proposals, and organized sales dialogues and presentations. 6-3: Use the nine components in the sales dialogue template that can be used for planning an organized sales dialogue or presentation.	1. Create buying statements 2. Categorize buying motive as emotional or rational. 3. Differentiate between features and benefits 4. Identify benefits linked to buying motive
Chapter 07: Sales Aids	Visual materials – sales aids. SPES sequence. Creating and organizing visual aids.	7-1: Employ the key characteristics of effective sales dialogue. 7-3: Discuss how salespeople use confirmed benefits to create customer value. 7-4: Consider how verbal support can be used to communicate	1. Create a customer value statement 2. Create a sales dialogue guide 3. Create visuals to support customer value 4. Use the SPES Sequence to facilitate the effectiveness of sales aids 5. Practice presentation techniques

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		value in an interesting and understandable manner. 7-5: Discuss how sales aids can engage and involve buyers. 7-6: Explain how salespeople can support product claims.	
Chapter 08: Objection - Closings	Objection handling. Closing techniques.	8-2: Understand why prospects raise objections. 8-3: Describe the five major types of sales resistance. 8-4: Explain how the LAARC method can be used to overcome buyer resistance. 8-5: Utilize the recommended approaches for responding to buyer objections. 8-6: Employ the earning commitment techniques that secure commitment and closing.	1. Create objections and responses 2. Classify objections 3. Create closing statements 4. Practice responding to objections and attempting to close

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Chapter 09: Final Role Play	Sales Dialogue Template (Chapter 6). Product knowledge (Chapter 2). Questioning techniques (Chapter 4). Presentations (Chapter 7). Objection handling and closing (Chapter 8). VC skills (Chapters 1 and 5).	This chapter is used to conduct the final role play.	1. Use the trust-based sales process (Chapters 1-6) 2. Use questioning and communication techniques (Chapter 4) 3. Utilize a planned Sales Dialogue with a presentation (Chapter 6) 4. Communicate and validate customer value (Chapter 7) 5. Address concerns and earn commitment (Chapter 8)
Chapter 10: Time Management	Goal setting. Time management scheduling/calendar software.	10-1: Utilize the five sequential stages of self-leadership effectively.	1. Set effective personal goals 2. Maintain a planning calendar 3. Reflect on performance

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Chapter 01: Career Interview:

Interviewing for a Sales Position Using Video Conferencing

Instructor Guidance

This assignment can be used as a stand-alone assignment or as the first assignment in the role play series. This assignment can be used in all types of learning environments, they can be adjusted as you see fit.

This activity contributes to Learning Objective 1-7: Describe several aspects of sales careers, types of selling jobs, and the key qualifications needed for sales success. Students develop skills in using video conferencing (VC) software and meeting virtually. A rubric is used as the assessment tool. Optional discussion questions are in the student assignment. The instructor may also request a copy of the recording to verify the student is able to record with VC software.

Assignment Overview

What: This assignment is an opportunity for the students to practice interviewing skills in a virtual environment.

Why: Many career opportunities begin with a virtual interview. These interviews use video conferencing to conduct the meeting rather than meeting face-to-face. Employers are utilizing this approach more frequently because of its cost savings, faster hiring process and flexibility in both the timing of the interviews and ability to include more employer stakeholders and candidates during the virtual interview. It may even eliminate the in-person stress that candidates feel.[1]

How: Students will use a free VC software with recording capabilities. After completing the role play, students will conduct a self-evaluation using a rubric.

Learning Outcomes

In this assignment students will…

1. Use video conferencing (VC) software and recording software.
2. Demonstrate best practices while video conferencing.

[1] https://livestorm.co/blog/advantages-virtual-interviews ; tps://www.shrm.org/resourcesandtools/hr-topics/talent-acquisition/pages/pros-and-cons-virtual-in-person-interviews.aspx

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3. Practice interviewing skills in a virtual environment.
4. Evaluate individual qualities as a salesperson.
5. Evaluate VC interviewing skills.

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Instructor Preparation

1. Assign pairs. This role play has two characters: a recruiter and a student interviewing for a job. Assigning pairs such that students are working with other classmates is ideal. If this is challenging due to changes in the class roster at the beginning of the term, the assignment is effective if the students use someone of their choosing.
2. Choose the video conferencing application. To minimize confusion, it is recommended that students use the same VC application for this assignment and upcoming assignments that use video conferencing. The assignment is written to accommodate all VC applications that have recording capability; however, Microsoft (MS) Teams or Zoom are recommended—as they are most often used in professional environments.

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Assignment Instructions for Students

Preparation for video conference (VC) meeting:

1. Sign up for a video conferencing (VC) software as directed by your instructor.
2. Read the notes below for the best practices for conducting virtual interviews. Video conferencing takes preparation. Find a quiet space with few distractions. Make sure your light source comes from behind your computer and your background is not distracting. If your background is less than ideal, many video conferencing applications have a 'blurred' background setting. Avoid using virtual backgrounds that include images as it can be distracting. Log in early to ensure your audio and video are functioning properly and that your camera is positioned appropriately.

   During the interview, use interviewing techniques like active listening, smiling and good posture just as you would in a face-to-face interview. However, in a

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virtual interview you may wish to adjust your hand gestures and eye contact. Don't gesture towards the camera as it gives the appearance of 'big hands'. Do direct your eye contact towards *the camera*, not the center of your screen. This provides a stronger connection with your interviewer.[2]

3. Review the requirements of the rubric. This rubric assesses your proficiency regarding the preparation of your interview space, your ability to use the technology and your interviewing skills in a virtual environment as discussed in the reading material (#2): Best Practices for Conducting Virtual Interviews.
4. Contact your partner as directed by the instructor. This person will act as a sales recruiter (refer to the role play instructions on the next page).
    a. Inform your partner that you will record the VC meeting.
    b. Provide them with an overview of the role play.
    c. Encourage them to ask questions during the role play.
5. Conduct and record the role play (instructions are provided below) This should take 10–15 minutes.
    a. Record the VC interview during the role play.
    b. In Zoom, the record button is under the "More" tab (or Alt+R). If using a different application, check the Help function to locate the record button.
6. Review your recording and complete the rubric provided by your instructor.
7. Provide the rubric and recording at your instructor's request.

Optional Discussion Questions:

1. What was the most challenging part of VC for you?
2. What did you find the easiest?
3. What recommendation would you make to a friend who is interviewing via VC for the first time?
4. What would you do if your video suddenly stopped working during an interview?

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2 https://www.indeed.com/career-advice/interviewing/video-interview-guide

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Role Play Instructions

To prepare for this role play, re-read the information about best practices for conducting virtual interviews previously provided.

With your partner, decide how you will interview each other and which video conferencing software they will use, unless the instructor identifies a specific software (suggestions are Zoom, Microsoft Teams, Skype, etc.)

Characters: A sales recruiter and a student who is applying for a sales position. Each student will play both roles of recruiter and student, so two total rounds of this activity will need to be completed.

Scenario: Assume you are seeking a job as a sales representative. The recruiter has asked you to be prepared to discuss the attributes that would make you a good candidate for the position. Choose five of your strengths from the following list of attributes from Section 1-7i of your text, *Qualifications and Skills Required for Success by Salespeople*.

- Active listening—to include asking appropriate questions, and not interrupting at inappropriate times
- Service orientation—actively seeking ways to help customers
- Oral communications skills—including persuasive communications
- Coordination and problem solving—to include bringing others together and reconciling differences
- Written communications skills—including computer and other technologically-facilitated communications
- Logical reasoning resulting in rational reasons to take action
- Strategic and organizational skills so work can be planned and executed efficiently
- Dependability and attention to detail
- Motivation and persistence in the face of obstacles
- Integrity—honest and ethical
- Initiative—willing to take on responsibilities and challenges

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- Adaptability—open to change, and devoted to continual learning

The recruiter told you that you will discuss your five strengths, with one minute allowed for each strength. After you discuss each strength, the recruiter may have questions before you move onto the next strength until all five of your chosen strengths have been discussed.

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RUBRIC

	Exemplary Achievement Feedback	Proficient Achievement Feedback	Unsatisfactory Achievement Feedback
Preparation	Interviewee was prepared for the interview, could confidently explain their strengths as related to a sales position, successfully answered all questions	Two of the following elements were not met: interviewee was prepared for the interview, could confidently explain their strengths as related to a sales position, successfully answered all questions	Interviewee was not prepared for the interview, could not confidently explain their strengths as related to a sales position, did not answer all questions
Technical components	Interview was held in a quiet space, background is not distracting, face can be clearly seen and is centered on the screen	Two of the following elements were not met: interview was held in a quiet space, background is not distracting, face can be clearly seen and is centered on the screen	Interview was not held in a quiet space, background was distracting, and face cannot clearly be seen or is not centered on the screen
Interviewing techniques	Interviewee maintained eye contact with the webcam, posture	Two of the following elements were not met: interviewee	Interviewee did not maintain eye contact with the webcam, posture

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conveyed confidence, smiled when appropriate, hand gestures were appropriate	maintained eye contact with the webcam, posture conveyed confidence, smiled when appropriate, hand gestures were appropriate	did not convey confidence, did not smile, hand gestures were not appropriate, interviewee was fidgeting

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