## CHAPTER 1

**COMMENTS ON CHAPTER 1 SALES APPLICATION QUESTIONS**

1. Major types of sales jobs are: A. Merchandisers, Order Desk Clerks, Sales Clerks, Customer Service Reps, Sales Reps, Technical Reps, Business Solutions Specialists, Senior Reps, Key Account Reps, and Sales Executives. **Ask students** which type they most prefer and why.

2. A. Sales manager would likely look for things that show qualities of: maturity and intelligence, well thought-out career plan, clear goals and objectives, leadership teamwork, time management skills and perseverance.

B. Students would likely address issues here such as commission based salary, bonuses, vacations etc. **Ask students** if there is more to it than just tangible rewards. **Ask students:** what **they** would look for as qualities associated with a good salesperson? Do those characteristics differ from the aforementioned list?

3. People choose a sales career for its: (A) variety; (B) freedom; (C) challenge; (D) advancement; (E) rewards. Before discussing this question, **ask students** why a sales career appeals to them. Write their answers on the blackboard. Look for common themes in these answers.

4. Although some students may agree with this statement, reference to the text (The Sales Force Of The Future) may lead them away from this attitude. Arguments should focus on the Relationship building component of modern selling.

5. Students should realize that the key to overcoming this fear and anxiety is Preparation. By developing the knowledge and skills necessary to do the job properly, and remembering the benefits of doing the job well, they will quickly start reaping the rewards of a sales career. The notion of “fear and anxiety” should be emphasized and how preparation may be the ultimate antidote. Does preparation for an exam help with anxiety and fear? To a certain degree, by doing well on an exam you are “Selling” the professor that you know the material; hence, rewarded with a good grade.

6. Students can look at the skills necessary to fulfill the duties of this job description then reflect on how they can prepare for them. They will likely see courses that would be useful to them both as part of a specific program or even 'extra' courses specific to some of the needs identified in the job description.

**COMMENTS ON ETHICAL DILEMMA**

Many students in this situation will say, “Get the order and get out”. The practice of ‘relationship selling’ should override this argument. The trust and credibility you will gain by being forthright here will surely lead to increased sales and better relationships in the future. Besides, if your company does move in the same direction – you’ll have a customer in hand. The foci here should be in developing long term relationships that serve all stakeholders: the customer, the company and the salesperson. Any relationship that does not meet the long term needs of all three stakeholders will not be successful in the long run.

**COMMENTS ON CASES**

##### Case 1-1: Is a Career in Sales Right for You

**SUMMARY**

This case was written to illustrate the day-to-day realities of becoming a salesperson. It is a common reality amongst young, new sales recruits. The salesperson in this case, Janice Jones, possessed many of the attributes that professional recruiters would be attracted to. Coupled with her desire to get into the sales field, she presented herself as an ideal candidate.

Janice Jones, the new salesperson in this case, is struggling to adjust to the real world of selling. Despite the fact that she had the perfect background and high level of motivation, she is now being faced with what she perceives as failure which is not sitting well with her. If she doesn’t overcome these feelings, she may end up prematurely quitting a job she once loved.

**QUESTIONS AT END OF CASE**

1. **How should Janice’s sales manager handle the meeting?**

Given her relative inexperience and tremendous potential, her manager should attempt to provide both encouragement and motivation to Janice. Janice is obviously stressed about her financial obligations and her ability to meet them given her anticipated $60,000 salary. Her manager would likely want to offer her some reassurance that many new salespeople experience the same thing and that things will get better as she grows with the job. Perhaps Janice can use this stress to her advantage and allow it to provide a little bit of extra motivation for her.

1. **Should Janice consider switching careers? Why or why not.**

It’s doubtful. She has always wanted to get into selling and she really hasn’t given it a fair chance yet. She can see that some of her colleagues are earning a very large salary and she seems to have the personal traits to reach that level once she grows her own sales. It would be premature for her to make such an important decision.

1. **What qualities did Janice have that would make her an attractive sales recruit?**

A college diploma in Marketing Management give her the academic background. Her personality was ‘engaging’. She was active in her community which provided great networking opportunities. She appears to love ‘getting involved’, a great asset for a salesperson. She showed competitiveness and leadership in her activities at college and given her high activity level and good grades, likely possessed excellent time management skills. These are all excellent qualities for a top notch sales professional to have.

4. **Were Janice’s expectations too high as she entered a sales career?**

Yes and no. In the short term her expectations were probably a little high which may have been exacerbated by Ishmar’s claim that some salespeople were making over $200,000 per year. Her personal confidence level probably led her to believe that she could reach that level very quickly and she ended up disappointed and discouraged. If she looked at this earnings level as being a more long term goal, then these expectations would be more reasonable.

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5. **What can professors do to better prepare students in sales classes?**

Provide them with realistic job expectations. A good professor should tell them about the frustration, disappointment, and low status that many salespeople face. They should also be realistic when describing the earnings potential of new salespeople. Textbooks should cover the bad things about selling as well as the good things. Furthermore, telling and feeling are two different things. Experiencing failure/rejection are part of sales. Could the instructor develop experiential learning opportunities that capture these outcomes?

Internships in selling are becoming very popular. Also, young salespeople should be invited into the classroom to relate their experiences to students.