A SALES TRAINING PROGRAM FOR FROZEN FOOD DISTRIBUTOR SALESMEN

Thesis for the Degree of M. A.

MICHIGAN STATE UNIVERSITY

Lewis F. Duckworth

1956

A SALES TRAINING PROGRAM FOR
FROZEN FOOD DISTRIBUTOR
SALESMEN

by

Lewis F. Duckworth

AN ABSTRACT

Submitted to the College of Business and Public Service of Michigan
State University of Agriculture and Applied Science
in partial fulfillment of the requirements
for the degree of

MASTER OF ARTS

Department of General Business
Curriculum in Food Distribution

1956

Approved ___________

This thesis has been prepared to encourage frozen food distributors to train their salesmen. It is also the hope of the writer that this thesis will serve as a manual for training salesmen for Montgomery Frozen Foods, Co., Inc., Montgomery, Alabama.

It is a well known fact that salesmen of today must be extremely well trained individuals. The increasing complexity of the food industry today requires them to know the use and value of their food products and how the products will best serve the customer. Currently, there are surprisingly few frozen food salesmen who have received formal training in their field. It is, of course, a fact that training is an expensive proposition. However, it is a wise company investment because of the following reasons: increased sales, early selling maturity, lower turnover, more reorders, and lower supervisory costs.

Because of the uniqueness of each company, a tailor-made plan must be constructed for each. Some of the principles which may serve as guides for most companies are as follows:

1. Training should be carried out by a competent person, i.e. the sales manager.
2. Training should include not only information about the product itself, but also methods of dealing with various situations that commonly arise. In short, it should teach salesmen how to work effectively.
3. Both the general and specific objectives of the training program should be defined.

4. The program must be designed in terms of the average salesman.
5. Only tested methods of training should be employed.
6. A full days work must be defined.
7. A proper trainer should be selected.
8. The results of the program should be audited by using various criteria to determine if the general and specific objectives are being attained.
9. Training should be a continuous process.
10. A follow-through should be made of the training program to insure that the principles, policies, and points in the training program are effectively carried out.

Since induction is the process of welcoming a newcomer into the company and making him feel a definite part of it, it is of great importance in determining this initial attitude toward his job and the company. Four major areas of this process may be pointed up as follows: getting acquainted with the personnel, general orientation, job description, and finally, preliminary training.

Although each training program should be unique, most of them will include something in each of the following categories: knowledge of the company, product, market, policies and terms, development of desirable habits and attitudes, training in salesmanship, speech, handling reports and forms, and training in supervision.

Good salesmen are made - not born. Some of the characteristics which may be improved and developed for the benefit of the selling process are: good appearance, courtesy and tact, cheerfullness, imagination and resourcefullness, enthusiasm, sincerity, and aggressiveness.

The selling process, itself, may be divided into five categoeies; preapproach, approach, demonstration, handling objections, and finally, close, departure and follow-through. All of these phases of the selling process must be thoroughly understood and practiced to insure good selling procedure.

Due to the unlimited potentialities for sale of frozen foods to institutional markets, it is necessary to differentiate between the selling techniques used in this type and retail type markets. A comprehensive knowledge of costs, preparation, processing, etc. of frozen vegetables, fruits, and meats is necessary for salesmen to be adequately trained in institutional marketing of frozen foods.

"The Food Distribution Curriculum at Michigan State University is under the sponsorship of the National Association of Food Chains."

A SALES TRAINING PROGRAM FOR
FROZEN FOOD DISTRIBUTOR
SALESMEN

by

Lewis F. Duckworth

A THESIS

Submitted to the College of Business and Public Service
of Michigan State University of Agriculture
and Applied Science in partial fulfillment
of the requirements for the degree of

MASTER OF ARTS

Department of General Business

Curriculum in Food Distribution

1956

ACKNOWLEDGEMENTS

The author wishes to express his deepest appreciation and gratitude to all those who have made this thesis and the school year that preceded it possible. In particular this includes the following people:

Dr. E. A. Brand, Director of the Curriculum in Food Distribution, for his counsel, cooperation and inspiration exhibited throughout the school year and in the preparation of this study.

Dr. Ward J. McDowell who acted as advisor and who offered much helpful and constructive criticism.

The Tyler Fixture Corporation, Niles, Michigan, who sponsored the scholarship for the author for this year of study at Michigan State University.

Joseph B. Fiveash, President of Montgomery Frozen Foods Co., Inc., Montgomery, Alabama, whose initiative and interest in the author led the author to undertake this past year of study and the completion of this thesis.

The author's wife, Katherine, for her assistance, encouragement, thoughtfulness, and secretarial work throughout the entire school year as well as during the preparation of this thesis.

No list of acknowledgements would be complete with tribute to Peggy Curry, department secretary, for her assistance during the year and with this thesis.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

CHAPTER I

INTRODUCTION

Need for Training

Today after ten or twelve years, frozen food distributors are in a position where they must train salesmen. Salesmen must be trained in order that they can pass on to all types of buyers the value of the products, the use, and how the products will serve the customer from the standpoint of economy, quality and convenience. Mr. A. W. Huss, President, A. W. Huss Company, of Milwaukee says:

> Prominent frozen food distributors have stated that the "present crop of salesmen never had to sell and the old timers who did are now in executive positions or have retired." The shortage of good salesmen is apparent everywhere from the auto showroom, where a prospective buyer can often spend a half-hour without anyone even bothering to take his name, to the smallest counter in a department store. Today some salesmen say, "why work when the customer is going to sell himself anyway?"[1]

Often the distributor does not spend enough time to teach salesmen the qualities and uses of products as they pertain to the customer's needs. During the past few years, distributors have hastily selected salesmen who

---

1. A. W. Huss, "We Must Know More in '54", Quick Frozen Foods, (March, 1954), p. 91.

were inexperienced in selling frozen foods. These men, because of their limited knowledge, could only provide customer contact.

During the pre-war days, the distributors who were in the frozen food business had men in their sales organizations who knew the products they were selling. These men were able to convince the prospect they had something in frozen foods that was of value to him in his process of manufacturing or fabricating a meal for his patron or family.

The distributors,with the help of processors and various other organizations, trained these men to sell. These men had to know the products, the usage of the products, comparative costs, and quality in finished manufactured products or meals. Most salesmen learned these facts before going into the field to sell.

The most aggressive frozen food salesmen are not satisfied with a brief explanation of the products, knowledge of the price list and a pep talk by the sales manager. With few exceptions, these salesmen are willing, and have the ability, to devote years of hard work to developing selling skills, if definite training programs are available to them. If they are forced to use a trial-and-error method, few will survive in the highly competitive business of selling frozen foods.

Since the advantages arising from an effective sales training program are so numerous, it might be assumed that sales training has reached universal acceptance. However, the contrary is nearer the truth, for many frozen-food companies do not have a formal training program. Perhaps the advantages are strengthened if we note the objections - why many companies do not train:

> "Our business is different" say some sales managers, "and training is not practical for our salesmen." It is difficult to imagine any business so different that it is impractical to train the salesmen. Others say that no two prospects are alike and therefore, there cannot be one best way to sell. Isn't this the very reason for training? Sales managers who feel this way about sales training need to review the objectives of a good training program. They will learn that training objectives can be kept flexible to accomplish any desired result.[2]

Another common excuse for not training is the belief on the part of many that training is expensive. The simplest argument in favor of a formal training program is that a company pays for the training program whether it has one or not. Some executives conclude that they do not have any training costs because they do not have a training program. If a prospect brings up the objection that a product is expensive, a good salesman immediately begins to compare the value in his product with that in other products available to prove the wisdom of buying his product. This same reasoning holds true in selling a training program. It must be compared with the cost of doing without a program: turnover of manpower, higher selling cost, increased supervision costs, customer ill-will created by mistakes of untrained

2. John M. Wilson, Open the Mind and Close the Sale, New York: McGraw-Hill Book Co., Inc., 1953, p. 21.

representatives, and many others. If this comparison is made, many sales managers will realize they cannot afford to do without an adequate training program.

Usually, sales training can become an expense if it is disorganized. An adequately planned training program will improve the effectiveness of the methods used for imparting knowledge, creating attitudes, and establishing habits. When the basic objective of sales training is to promote, maintain, and develop sales by improving the effectiveness of the salesmen, it is a wise company investment.

Finally, it should be noted that training occurs whether it is supervised or not. Some salesmen secure training by their own unaided efforts. Trial-and-error may be proper procedure for certain laboratory experiments, but if the technician knows what should or might work and what elements cannot possibly be combined, much time is saved. The sales field is a laboratory in which it is even more difficult to combine the proper elements. Time and money may be saved for the employer and the morale of the salesmen preserved by formal training which precedes the training which can and must come from the field. Progressive companies find that, although costly, formal training programs are indispensable parts of the work of the sales department.

Gains from Training

The need for effective sales training is greater today than ever before. The modern emphasis on sales training comes in part from a recognition of the fact that certain specific gains come from the establishment and application of a properly conceived and administered program of instruction. The usual gains from training are as follows:

1. Increased sales. Trained salesmen will usually outsell those who have never had formal sales training. The more technical the product, the greater is the need for this training if sales are to be increased.

It is true that "all things being equal, the customer will buy from the salesman he likes", but things are not equal if the salesman lacks knowledge of his product, knowledge of the customer's requirements, and knowledge of the basic principles of selling.

Increased sales result because the salesmen are able to give more value to customers through greater knowledge of what the merchandise or service will do for them.

2. Earlier selling maturity. A second gain from organized training is the reduction of the time a typical man needs to reach an average or normal level of effectiveness. Without proper training, the salesman may become discouraged and reach a level of morale which may handicap his whole future with the company, even if he stays with it. The cost to the company of having inadequately trained men in the field is great, when measured by a number of standards.

3. Lower turnover. A third gain from training is the lower turnover rate which follows proper preparation of the men for their work. Lower turnover means a reduced cost of recruitment, selection, and training, and better handling of accounts. In addition, supervisory costs are usually higher when new men are being added to the sales force.

4. More re-orders. A fourth gain from proper training is an increased number of re-orders. Salesmen who know the basic principles of selling and their application to a sales situation do not oversell. Moreover, they do not sell the wrong quality or type of goods. Well-trained salesmen refuse to sell the wrong size or quality of frozen food even though the purchaser may argue for its choice. Their contacts with customers leave a pleasant relationship which enables them to return and secure re-orders because their first advice was good. Rarely can it be good advice unless proper training has been given.

5. Lower supervisory costs. A fifth gain from proper training is lower supervisory costs. Untrained men, or those who have been allowed to train themselves, need more visits from the sales manager or field supervisors than do those who have been given good training before or during their initial months with the company. More letters are usually necessary in the case of untrained men, and often a trail of adjustments, returns, and canceled

orders follows their path through the territory; all of which might have been lessened through proper training.[3]

It has been the experience of the writer that a trained salesman may sell higher profit items, since he knows how to apply the selling techniques to secure the action he desires. A trained man normally has a better record than an untrained man in opening new accounts, and in securing the active cooperation of key dealers.

An intangible, but nevertheless real, gain from proper training is a reduction in the number of lost orders during the initial period while the untrained man is trying to find out how to sell. If the order is lost, its profit is lost.

---

3. Harold H. Maynard and Herman C. Nolen, <u>Sales Management,</u> New York: The Ronald Press Co., 1950. pp. 296-298.

CHAPTER II

PRINCIPLES OF SALES TRAINING PROGRAM PLANNING

There are differences in organization, distribution, methods of sale, and compensation practices of most companies. The sales training plan, to be effective for any business, should take these differences into consideration. If a company is to receive the most benefit out of a sales training plan, the plan should be cut to the measure of that particular company.

A company, like the general staff of an army, can plan the campaign and plan it well. It can lay down strategy and plan tactics. However, the success of the over-all strategy will depend on how well the tactics are carried out in the field -- on the performance of the men in the field. The performance of the salesmen will depend on how well they understand the over-all and immediate objectives and on the leadership of the field officer -- the sales manager.

Certain facts are known about sales training. These facts and principles can be used as guides in building a sales training plan which will work for most companies.

The following list of principles is suggested as being useful in, or for, building a sales training program.[4]

The Training Should be Conducted by the Sales Manager or a Competent Trainer

If the sales manager can't do the training himself, he should designate a member of his staff to do it. If that is not possible, the sales manager should be in on the planning of any training done by trainers from the manufacturers he represents. If the sales manager helps outline the need for training and helps plan training to fill the need, he will be fully qualified to support the plan and will insist that his salesmen take the training.

Although companies differ markedly in their organizational emphasis on sales training, there appears to be one general principle on which most of them agree. It is that responsibility for training should be centered in one person.

A suggested procedure for training is as follows:

1. The sales manager should get agreement from top management on what training is needed and how the training will be given.

2. If the sales manager has too many other duties, or is not able to handle the training himself, use other plans such as:

---

4. E. J. Hegarty, Building a Sales Training Plan. New York: McGraw-Hill Book Co., Inc. 1945, pp. 4-7.

(a) A full-time trainer may be assigned to work under the sales manager's direction.

(b) A factory trainer may be sent to work in the manager's territory part-time but he must report to the sales manager.

(c) Factory training schools, conferences, and round table discussions may be conducted in the field at intervals under the sponsorship of the field supervisor.

(d) A plan may be developed in which field supervisors, guided by the sales manager, put on training meetings to cover such subjects as selling the product and meeting competition.

3. Have the salesmen help decide what training is needed for retail sales people. Let them help lay out the course and decide when and how it can be taught.

4. The salesmen may be trained to conduct training meetings or schools for the retail sales people.

Training Will Teach the Salesmen to Work Effectively

This statement presupposes that the salesmen have been properly selected, that they have the education, aptitude, and other qualifications necessary to be salesmen for the company.

Frequently, the new salesmen are taught about the product, its demonstrations, customer needs, and the application of the product to fill these customer needs. They are given information on the market, types of customers, and how to call on the customer. Since these new salesmen have tried to absorb so much in a short time, they may wind up with a jumble of confused ideas. The job isn't properly defined for them. They do not get a clear picture of how and what to do, and the right way to do it.

Usually, sales managers tell the salesmen to work, work, and work, which may be a good policy, but it is equally necessary to see that they work effectively.

In order to teach the salesmen to work effectively, the following suggestions are offered:

1. A work pattern may be formulated for the salesmen's jobs; this may include calls, interviews, and demonstrations.

2. The successful salesmen may write an explanation or answer a series of questions on what their jobs are, what they do, how they do it, and the importance of each factor in the job. This information can be used in building a training work pattern.

3. Successful salesmen may be brought into conferences to get their opinions on:

   (a) What tasks are involved in the job,

   (b) How each task can be best handled.

4. Assay the importance of each factor in the work pattern, such as:

   (a) The call

   (b) The interview

   (c) The demonstration.

5. The progress of the salesmen may be checked regularly. Many times, men go to work after their preliminary sales training and perform exactly as they should. After a short time, they change the methods slightly and begin to slip. It is important that these slips be caught early.

6. In teaching the work pattern, remind the new men over and over, "This is how the successful salesmen do it." Cite names.

7. Instill the idea that in the company's type of selling there is a good form, a right way -- just as there is in a golf swing.

Objectives of Training

In attempting to define training objectives, one writer stated that sales training is an educational effort. It is an attempt to make salesmen more effective and thus more productive in their assignments. Management has an interest in three interrelated objectives: first, to make salesmen as productive as their innate abilities will permit; second, to reduce the time interval over which effectiveness in sales position is attained; and third, to increase tenure or, as otherwise stated, to reduce turnover.[5]

---

5. D. N. Phelps, Sales Management. Chicago: Richard D. Irwin, Inc., 1951. pp. 601-602.

There can be no hard and fast rule as to what the training objectives should be. They will change from time to time depending on the salesmen's needs, company policy, and the product to be sold. However, companies who plan their own training programs should determine their objectives with two thoughts in mind: (1) The general over-all objectives that are a continuous part of training, and (2) the more specific objectives, usually of a temporary nature, planned to overcome a particular problem.

The general over-all objectives always deal with fundamentals. They are divided into three phases, which are really the three phases of salesmanship:

1. Knowledge of the product
2. Knowledge of the selling plan
3. Knowledge of the basic principles of selling.[6]

It is impossible to develop skill in selling without this basic knowledge. As a matter of fact, it is not enough to know each of these as a separate unit. True skill in selling is brought about when the salesman has the ability to use the basic principles of selling and his knowledge of the product at the right time, and place, in the development of his selling plan.

The more specific objectives are those of a temporary nature which are usually planned to overcome some particular problem. Examples of these training objectives would be:

---

6. Wilson, John M., Op. Cit., p. 22.

1. Increasing unit sales
2. Selling higher-priced units
3. Better product demonstrations
4. Better closing techniques
5. More effective approaches
6. More skillful handling of objections
7. More new customers
8. Improving dealers' merchandising methods.

Design Training in Terms of Average Man

Perhaps a word of caution is necessary here, since objectives normally should not be set too high. The training should be in terms of what the average man on the sales force can learn to do. The top man may be able to do things the bottom man couldn't even start, but somewhere in between top man and bottom man, most men might be expected to be average.

As the salesmen gain experience, the training can be stepped up by degrees. Thus, as progress is made, the training will have to advance beyond the terms of what the present average man can learn to do. The objective is to improve the average. If the training is successful, the average after a period of training will be higher than at the start of the program. If the average man can make the plan work, the above average salesman will be able to make it work better. The man below average will, perhaps, be able to perform more satisfactorily, because he has a better chance of learning the methods of the average man than he has of mastering the methods of the star salesman.

In general, the following suggestions will be helpful:

1. The training may be organized to increase the effectiveness of the men as progress is made. It might be possible to break up the training schedule for (a) first-year average men, (b) second-year average men, and (c) third-year average men.

2. The sales manager can make a field study to determine what the average man can do. Some methods of work used by the better man may be used to help raise the average of the poorer man. Some methods in use by the poorer man may be used to help the better man. A poor man's methods may be good, but he fails because he does not apply them properly.

3. The field sales supervisor may be consulted to find out what knowledge and methods the average man may use. The supervisor can help write the instruction, make the field study, and field test the plan. Such work presells the salesmen on the training procedure.

4. The steps that may be taken in determining what the average man can do are: first, to find out what the average man has done; second, to develop a work procedure which is based upon that average; third, to test out that work procedure in a way that enables the average man to master it.

Teach Tested Methods

There are so many tested methods now in use by any sales force that it will be better to begin with them rather than with the new or untried methods.

> An analysis of the salesman's job and the check on what the average man should be able to do will no doubt turn up (1) successful methods which are in general use by most salesmen and can be accepted as tested procedures. (2) Methods used successfully by one or a number of salesmen which might be tested by a larger group and broadcast to the entire sales force.[7]

The method used successfully by one man, or a new method developed by the office, should be adequately tested before it is made a part of the training program.

The following list of suggestions may be used in determining and using tested methods:

1. The training program may be set up so that new procedures or variations of old procedures can be tested quickly.

2. Meetings with salesmen may be held to determine the best work methods.

3. If it is not possible to develop an over-all work method for the sales job, the sales manager may think in terms of developing procedures for parts of the job which lend themselves to standardization.

---

7. Hegarty, E. J., Op. Cit., p. 29.

may be

as what

saying

monstra

tested m

It

day's wo

seem a m

butor sa

If

follows th

4. The method of having one average salesman test a method first may be used. If he makes it work, then give the plan to other average men.

5. In training on methods, train the salesman on what to do, as well as what to say. For example, have a man do a product demonstration without saying a word. Such drills perfect the man in the "doing" part of the demonstration.

6. There are three parts to the problem of determining and using tested methods:

(a) Determining the best methods through field tests

(b) Developing procedures for teaching the methods

(c) Developing field checks on the use of the methods.

Define a Full Day's Work

If the salesman has a clear understanding of what makes up a full day's work, he will come closer to doing a full day's work. The work will seem a much more orderly process to him. A full day's work for a distributor salesman usually is a certain number of calls.

If possible, present a picture of what the salesman can expect if he follows the work pattern. For example, in selling portion-controlled meats to a re

certain

monstr

simple

which

trained

earnin

the ne

compa

thinki

oppor

policie

is ass

habits

and is

"Look

to a restaurant, a salesman may be told, "If you make so many calls in this certain way, you will get to make so many demonstrations, and if the demonstrations are done in this way, so many sales will result." That is a simple formula: Make X planned calls and make Y planned demonstrations, which will result in Z sales.

Select Proper Trainer

A new salesman should not be turned over to an old salesman to be trained, unless the old salesman is to be his supervisor, is to share in his earnings, or is trained to do the training. Too many old salesmen feel that the new man cuts into the old man's business.

The experienced trainer should have the proper attitude toward the company and his job. Some experienced salesmen talk too much. Without thinking or meaning what they say, they knock the job, depreciate the opportunity the company offers, complain about the boss and the company's policies.

The trainer needs good work habits. Before the experienced salesman is assigned to train the new man, the sales manager may check his work habits. The experienced salesman may have been on his territory a long time and is so familiar with his customers that he can close sales by saying, "Look, Joe, this is a good deal and I think you should take it." The new salesman has been taught to go through an elaborate portfolio presentation. The experienced salesman may leave his portfolio in the car, and take out a small circular to describe the deal, and get business that way.

Some successful salesmen have bad selling habits which may be unwittingly learned by the new man, such as starting late, not doing a full day's work, misusing the company car, or handling reports sloppily.

In any sales organization there may be experienced men who have the right attitude, who know the products, and have good work habits and so can be used to break in the new men. If such men exist in the sales organization, the sales manager may be able to conditionally classify them as good trainers of new men.

The following suggestions for using the trainer salesman in field training may be of value:

1. If possible, the field sales supervisor of the new salesman should be the trainer.

2. If the organization cannot support a separate field trainer, the best salesman should be assigned to take over and train the new salesman in field work. This man should be given some recognition or extra pay for the job.

3. A complete schedule of what the field trainer is to do may be made. He should know what he is to train the new man to do, what points in particular he is to stress.

4. In training experienced salesmen to train the new man, keep before them the thought that training is a supervisory function, that by learning to train others they are in reality training themselves for a supervisory job.

5. If older salesmen are used in training new men, the plan might include:

(a) An analysis to determine what the old salesman should teach the new man

(b) A plan of training the old man on what he is to do, and how he is to do the task

(c) An examination to see what the new man has learned after a period with the old man

(d) A follow-up that corrects.[8]

Audit the Results

There are a number of reasons for checking up on the progress of trainees periodically during the training program. First, the level of average understanding and proficiency attained by the group is a test of the program itself. Second, by periodic examinations, the sales manager can ascertain the relative effectiveness of each phase of training, and can then seek for improvement in content and method where they are most needed.

8. Ibid., p. 55.

If the training program is built on sound research, basic objectives as well as specific objectives will be realized. Management must audit the results of the training program for purposes of future guidance. For example, they need to know how to allocate time and funds for training.

Training is an educational effort and the full results are neither immediately apparent nor measurable with exactitude. Even if results indicate reduced turnover and increased sales volume per salesman, it is not justifiable to impute these results only to sales training. The company may have become more effective in selection, motivated the salesmen, or introduced a new product.[9]

The following list of suggestions may be used to audit the results of the training program:

1. A plan to evaluate the salesmen as training progresses by using quizzes, exams and contests may be devised.

2. An examination on the use of sales methods taught may be used to see if the salesmen are working according to training.

3. The turnover of salesmen, failures, promotion from the ranks, and the effect of training on each may be used.

4. The customer's attitude toward the salesmen may be used to ascertain the degree to which the customers find the salesmen helpful.

---

9. Ibid., p. 56.

5. A plan may be devised to determine whether the salesmen work with greater ease, that is, to make better demonstrations and better interviews.

6. Shoppers may be used to determine whether the salesman is presenting his demonstration as he is taught.[10]

Training is a Continuous Process

Training programs should start the first day a new salesman reports for work and should continue as long as he is selling. A salesman should continue to improve through training.

If selling is a profession, training will naturally be a continuous process. The better doctor goes back to school; the teacher spends his summers in school earning credits which apply toward a higher degree. If selling is to be on the same plane as other professions, that need for continuous training should be impressed upon the new man.

A salesman should be convinced of what continuous training means to him in personal development. Either he moves ahead with new ideas, new techniques, new and effective selling aids, or other salesmen, and other companies, will overtake him. There is no such thing as standing still in a field as highly competitive as selling. Standing still is the beginning of the

10. Ibid., p. 59.

"death of a salesman".[11] A salesman will want continuous training if he can see what he gets out of it.

The following suggestions may be of value in making training a continuous process:

1. The salesman may be continuously shown why it is to his advantage to improve. The best product information may become obsolete with technological changes. He may be reminded periodically of what good practice in selling is and how better performance may be achieved.

2. Habits of study should be encouraged. If the man's working conditions permit, it might be well to establish a policy of paying part of his tuition for self-improvement courses in local schools or colleges.

3. The salesman may take all training suggested if it does not interfere with his working conditions. If the salesman has little time to read, he should not be required to read long assignments. Usually, frozen food distributor salesmen work long hours and do not have enough time for a lot of reading.

4. If older salesmen are reluctant to take advanced training, they may help develop the training course or serve as teachers in the field.

5. The training program may be developed in successive steps. The steps may be:

---

11. Wilson, John M., Op. Cit., p. 34.

(a) Initial training

(b) Intermediate training

(c) Advanced stages of training.

6. Appropriate recognition should be given on completion of each portion of the sales training program. A pin, diploma, or some other device may be given. The salesman should have a feeling that he is making progress. He should know that the progress is recognized by his boss.[12]

The Follow Through

After the training program has started, the sales manager has the responsibility for the follow through even though he may have delegated all the actual training. He should observe the entire program to determine whether the salesmen are being taught the correct methods. It is relatively easy to get the new salesman to accept work methods, for he does not know his job and feels he needs some help and guidance. If the salesman stops using tested methods, a plan may be devised to correct him before it becomes a habit. For example, a frozen food distributor salesman is supposed to sell merchandise to a dealer and then place a display or put up point-of-sale material. The sales manager may observe that he is selling the merchandise but not placing the display and point-of-sale material. The reason the

12. Hegarty, E. J., Op. Cit., pp. 62-65.

salesman isn't placing displays is that he is not sold on the fact that displays help him make enough additional sales to warrant the extra work of putting up the displays. This indicates that he needs more training. The part of the training that is supposed to sell him on the value of the display has fallen down. A follow-through is needed, one that corrects the fault.

The following suggestions may be helpful for the follow-through on the training plan:

1. Refresher courses or practice sessions may be used at frequent intervals to review the use of plans and methods.

2. Group conferences with salesmen to get them back to using tested methods may be beneficial. The salesmen may select the problems that bother them.

3. Incentives may be devised for using the plan of work. For example, the salesman is supposed to put displays in dealer stores. A contest run on the number of displays installed will get more interest in this phase of the work.

4. The literature furnished by the manufacturer may be used to fit into the selling methods.

5. The field training may be analyzed to see if standardization may be used in methods of selling, supervision and correction.

6. Work methods may be changed as conditions change.[13]

---

13. Ibid., pp. 66-70.

The principles and suggestions presented may be helpful to any distributor to develop a sales training plan. In outlining a sales training program, four steps may be used. The steps are as follows:

1. Develop a clear picture of the objectives of the training
2. Use the principles to organize the plan to attain the objectives
3. Put the training into effect
4. Check the results.

CHAPTER III

INDUCTION OF THE SALESMAN

Welcome Letter

It is a good idea to send the man a "welcome" letter at his home before he reports for the first day of work. It might read something like this:

> Dear Mr.________________[14]
>
> Just a word of congratulation and welcome. You deserve the congratulation for surviving a pretty rugged screening process, which has been known to eliminate some apparently promising men. The fact that you did survive means that we think you're going to do a good job for us - - - so maybe XXXX Company should be congratulated, too.
>
> I'll elaborate on the welcome when you report for work. At that time, it will be my job to introduce you to the company, and to introduce the company to you. I know that you're eager to step off on the right foot, so I'll do my best to get you started right. You can cooperate by unhesitatingly asking questions anywhere along the line.

---

14. Birds Eye - Snider Retail Salesman's Induction Manual, p. 5.

I'm looking forward to our next meeting, when we'll start working together for XXXX Company.

Sincerely yours,

Sales Manager

Induction

The best induction program must assume that the new salesman knows nothing, in order to guarantee that every aspect of his job and the company is discussed with him. This procedure may include orientation and preliminary training.

Induction may be considered as the process during which a new salesman is welcomed into the company and made to feel that he is a definite part of it. In many companies this stage of a salesman's tenure is handled very superficially. However, there is a strong movement in the direction of handling this stage with great care because the first days on a job are recognized as being the most important in the employment life. This conviction stems from the realization that a new salesman is uncertain and insecure; hence he is much more aware of his surroundings. Impressions are consequently made that will remain for a long time if the salesman stays.[15]

---

15. Michael J. Jucius, Personnel Management. Homewood, Illinois: Richard D. Irwin, Inc., 1955. p. 160.

All the items under induction should be covered during the first day. The first step in induction is to meet all the personnel of the company. Introduce the salesman to each member of the organization, and explain each job briefly so that the salesman has an over-all concept of the duties of each person.

The next step is to explain to the salesman the employee benefits. Explain the group life insurance plan, the hospital plan, and the retirement plan. If he wants to take advantage of any or all of these benefits, someone can help him fill out the necessary forms.

The third step in induction is to give the salesman a form similar to the "I understand" form shown in Figure I. The salesman may need help in completing the form in duplicate so that the salesman and the company will have a copy. If the form is filled out, it might possibly eliminate some misunderstanding in the future.

The fourth step in induction is to help the salesman to fill out the list of equipment issued, including the car. He should receive instructions on the care of the car, expenses, the reporting of accidents, and any other essential information.

Orientation

The orientation phase of induction may be mostly a discussion period, with the sales manager doing most of the talking. The salesman may be encouraged to ask questions at any time.

A review of the company's history will be helpful to the salesman for this reason; he will be able to converse intelligently with older buyers who have had dealings with the firm for many years and like to reminisce. If the salesman cannot show some knowledge of these earlier years, he has lost a valuable point of contact with many prospects. He will have a feeling of "belonging" to the organization if he has in mind the background of its inception and growth. A good introduction to the company will create greater loyalty and interest on his part. Unless he knows the "old man" and the other executives at headquarters, at least by reputation gained through reading and inquiring about them, he cannot feel himself a part of the organization or appear to his prospects as an integral part of it.

The second step of the orientation phase is to give the salesman a description of products to be sold. He may be shown the warehouse and the products, both retail and institutional packages. Then he may be shown the loading dock, so he can see the amount of care required in the handling and delivery of the products.

The third step of the orientation phase is to give the salesman a job description. The salesman's duties may be outlined as follows:

1. Sell the retail dealer on the advantages of handling frozen foods; that is, consumer acceptance, guarantee of consumer satisfaction.

2. Sell the dealers a complete line of frozen foods.

FIGURE I

I UNDERSTAND [16]

My hours are ________ to ________ week days.

My hours are ________ to ________ Saturdays.

I am paid every ________________ (When).

I will receive my check ________________ (Where).

I will receive my expense check ________________ (When).

I will be eligible for:

Vacation on or after ________________.

Hospital insurance on ________________.

Retirement fund plan on ________________.

Group life insurance on ________________.

There is a provision for ________________ sick leave per year.

16. Birds Eye - Snider Retail Salesman's Induction Manual, p. 5.

3. Make sales presentations to desirable prospective accounts. Secure sale of initial order covering complete line, plan announcements and opening programs, establish method of ordering, explain schedules and policies of the company.

4. Educate dealer and clerks to perform, and induce the dealer to accept continuing responsibility for the following functions:

(a) Check of inventory and movement of stock to determine slow moving products and promote sales by prominent display and special pricing; and to determine low inventory items and to re-order them promptly.

(b) Proper care and handling of products; that is, stock rotation and immediate placement of new deliveries in the case.

5. Assist dealer in the preparation of local advertising layouts -- furnish cuts and mats.

6. Build and maintain complete and accurate listing of accounts and prospects in route book.

7. Balance assigned store to store routing and time spent on individual calls against sales potential, to achieve maximum effective coverage.

8. Build and maintain good trade relations with store personnel and institutional personnel.

9. Analyze and attempt to correct dealer objections or complaints. Handle consumer complaints.

10. Attend and participate in company sales meetings as assigned.

11. Keep informed on current product information, prices, company policies and procedures.

12. Keep the sales manager informed on competitive activity.

13. Render advice to dealers regarding desirable equipment specification and requirements; that is, type and adequacy of capacity versus potential business volume.

14. Maintain adequate stock of merchandise material.

15. Exercise care in the use of the car and other company equipment.[17]

The next step of the orientation period is to show the salesman his own territory on a map. He may be shown the number of dealers in each town, and the approximate time it requires to work each town.

The sales manager should give the salesman a price list and order book so he can start familiarizing himself with them.

Preliminary Training

The next phase of induction is preliminary training on the job. The sales manager or trainer will ride with the salesman until the entire route has been covered. The trainer will introduce the salesman to the dealers

---

17. Birds Eye Manual, Supervisory Controls, pp. 3-5.

and familiarize him with the route list, frequency of calls, number of calls per day, quotas, and account personalities.

During the first four days in the field, the trainer does all the selling and merchandising. He may hold a brief curb conference with the new salesman after each call to bring out the following points:

1. How to organize his presentation before each call

2. How to make a stock check of the items in the case and in the storage room

3. How to handle unusual customer situations.

The new salesman can start selling and merchandising on all calls during the fifth day in the field. The trainer will accompany the salesman on each call, but takes no part in the selling transactions. The trainer may conduct a curb conference after each call, complimenting the salesman for the things that were done well and pointing out to him where he could have done better. During the first week of work, the salesman should make out all reports on calls and other records that are not handled during the actual call.

The new salesman will work entirely on his own after the first week, making all calls and performing all selling and merchandising functions. The sales manager may require the salesman to report to him each morning or evening to discuss:

1. The calls made by the salesman

2. What happened on each call

3. The results achieved by the call.

During the third week, the sales manager may work with the salesman at least two days. The sales manager can check the performance of the salesman during these two days.

The salesman is told about the basic training course during the third week. The basic training course will be discussed in Chapter IV.

CHAPTER IV

THE BASIC TRAINING COURSE

Determining the Content

In recent years, management has seen a noticeable change taking place in sales training. It has become more scientific, more practical, and many times more complex.[18]

Management's training problem is duel in character. First, it is one of imparting knowledge in such a way that it will be fully comprehended and acquired by the salesman; and second, it is one of establishing habit patterns based upon correct habits of work as indicated by job analysis.[19]

One of the most important aspects of training salesmen is the determination of the content of the training program. No two frozen-food training programs are exactly alike in content, even though they have the same type of products. The principle reason for this fact is that executives differ in their attitude toward training. Some executives still apparently believe that the

---

18. Garden W. Butler, "New Directions in Sales Training", Evaluating Sales Training Needs and Methods, American Marketing Association, Marketing Series No. 88, p. 3.

19. Phelps, D. M., Op. Cit., p. 604.

rigors of the sink or swim policy produces a superior brand of salesmen and that some phases of training are not necessary.

An analysis of sales training programs indicate that those which have been the result of careful planning are likely to include at least something in each of the categories to follow.

Knowledge of the Company

One section common to the basic training course is the knowledge of the company, i.e., its history, its personnel, and its accomplishments in the industry. The emphasis of these factors in training programs is partly for inspirational purposes, partly for informative purposes. Although it is frequently overdone, inspirational content is needed in any program. Anything which can be done to improve the morale of salesmen will be helpful, for the sales process necessitates meeting constant resistance by prospects.

Some executives believe that certain gains will result from a knowledge of company history. One gain is that confidence is built in the man. Another gain is that it helps to improve the morale of salesmen.[20]

The section on sales training related to the company may be divided into five sub-topics as follows:

---

20. Maynard, H. H., and H. C. Nolan Op. Cit., p. 332.

1. Background of the company

2. Position of the company in industry

3. Company structure and operation

4. Company policies

5. Employee relationships.

Knowledge of the Product

The salesmen of frozen-food distributors need a great deal of product knowledge. Perhaps it is accurate to say that they need to know something about each of a great many products rather than many things about a few. They need knowledge not only of the products they sell, but of products sold by other wholesalers such as fresh produce and canned goods. They need a thorough knowledge of what the company and the processors of frozen foods do to build pre-acceptance for him.

The section of sales training under product knowledge may be divided into sub-topics as follows:

1. Product knowledge on individual items. Each product may be completely diagnosed as to price, weight, usage, and how it is packed, and put down on a chart.

2. Fresh vegetables versus frozen vegetables. Under this topic, the trainer may outline detailed charts showing the relationship of frozen vegetables to fresh vegetables as to cost, labor cost, and quality.

3. Knowledge necessary to better sell institutional frozen foods. Under this topic, the trainer may use charts showing the food cost, size serving, cost per serving, and how to help the customer prepare menus.

4. Factors of institutional frozen vegetables compared to canned or fresh vegetables. In presenting this topic, a chart may be prepared to compare the pack size, waste and labor of all three methods in comparison to one another.

5. Frozen vegetables and fruits versus canned vegetables and fruits. In presenting this topic, a chart may be made showing drained weight cost compared to frozen food cost.

6. Portion control on meats and seafoods. Under this topic a study of cost per serving may be conducted. The advantages of using frozen portion control meats and seafood may be stressed.

7. Juices. Under the topic of juices, show the salesmen the different types of juices, how it is packed, servings in each size can and cost per serving. The advantages of concentrates such as economy, cleanliness, and sanitation, freshness and freedom from seeds and pulp, may be stressed.

8. Specialty items. One effective way to study this topic may be to prepare the items at the sales meetings for the salesmen to taste. Be sure the salesmen know how to prepare them so that they may be able to demonstrate them to customers.[21]

---

21. Frank Tutle, Sales Manager, Glazier Frosted Foods, Austin, Texas, Information sent to the author, June 1, 1956.

There are several congent reasons why frozen-food salesmen should strive to expand their knowledge of the merchandise they handle:

1. Perhaps as important as any is the fact that such study will make their work indefinitely more enjoyable; it will take much of the drudgery out of it. Psychologists stress the point that satisfaction in one's work is the basis of personal happiness. One seldom becomes enthusiastic concerning something about which he is ignorant; but almost anyone generates enthusiasm for a subject about which he knows a great deal.

2. Through product-knowledge a salesman may receive a promotion within his own organization or to a better post with some other manufacturer or processor. Even though this fails to occur, he may build up a more enjoyable type of job right where he is.

3. A thorough knowledge of the products enables a salesman to sell more and thus earn more. This is due to several factors: first, he can justify the higher prices for products. Second, a knowledge of products inspires the salesman with confidence in himself. Third, the salesman who knows his merchandise is better able to provide the products that will suit the customer. Fourth, the salesman who knows his products thoroughly is never at a loss for strong talking points, especially for those last clenching points that must be found to close the sale. A final reason why the salesman

should know his product is that most people would never discover the values in many products unless these were pointed out.[22]

Knowledge of Policies and Terms

Frozen-food salesmen need to be familiar with company policies since they must apply them in their day-to-day selling activities. In addition, knowledge of these policies, why they are as they are, why possible alternatives have been rejected, and in general the bearing of the policies on the sales work of the men, aids in doing good work.

When difficulties arise in customer relations, a thorough knowledge of policies will help the salesmen in handling these difficulties in a mutually satisfactory manner. A policy may appear arbitrary to the customer when applied to his particular situation unless the reasons behind it can be explained by the salesmen.

During the training course, the sales manager will explain the policies on quantity discounts, returns, adjustments, cancellations, exclusive agencies, cooperative advertising, guarantees and resale assistance.

Failure to explain why policies are in effect may lead salesmen to believe that the policies have been devised in order to defeat the best interest of certain customers, the salesmen, or perhaps both. The general level of

---

22. Frederic A. Russell and Frank H. Beach, Textbook of Salesmanship. New York: McGraw-Hill Book Co., Inc., 1955, pp. 120-123.

morale suffers when policies are applied by the men without any knowledge as to why they are instigated. When this is true, the salesmen are unable to answer objections from customers which are based on the sales policies of the company. Customer attitude or morale is thus lowered. The old admonition that the salesmen should put themselves in the position of the buyer suggests the necessity for sound company policies.[23]

Knowledge of the Market

The material presented in relation to the market should be of at least two types: first, information on company experience in dealing with the market and, second, on how to find, evaluate, and select prospects.[24] The company can help the salesmen in discovering the market by supplying them with a list of prospective customers and the itinerary by which the prospects can be most effectively reached. The company can help the salesmen in some respects, but most of the prospecting will have to be done by the salesman.

The Chamber of Commerce may have useful information on demand units in the local market. In addition to sources of information, the sales manager may give instruction on ways to appraise a prospects' potentialities

---

23. Phelps, D. M., Op. Cit., p. 636.

24. Ibid., p. 641.

for purchases, on how to utilize time advantageously in view of differences in size and type of customers, and on how to get appointments.

Attitudes and Habits

William James, the eminent psychologist, said, "The greatest discovery of my generation is that human beings can alter their lives by altering their attitudes of mind."[25]

An important aspect of the training program is indoctrinating the salesmen in certain attitudes and training them in the development of certain habits which are of value to both the company and the salesmen. The opportunities offered the salesmen by the company to earn good incomes and to become supervisors may be discussed.

The importance of habit formation in training cannot easily be overstressed. Habit itself, largely, removes the strain of mental effort and thus increases effectiveness. Established habits have four essential features: uniformity, facility, propensity, and independence of attention. When a certain stimulus appears, individuals are prone to do the same thing, in the same way, with great facility because of repetition being almost independent of mental attention. Most of the things which salesmen do from day to

---

25. Russell, F. A., and F. Beach, Op. Cit., p. 105.

day are handled in a "habitual manner", and time and effort are thus conserved.[26] It is very important that the men learn effective habits.

One principle involved in habit formation is that habits are formed by doing and not by absorbing facts or theoretical knowledge. Much can be done by indicating the proper methods and procedures for accomplishing sales tasks, but this is not habit formation. In order to inculcate habit, these methods and procedures must be followed over and over until they become habitual. This strongly suggests a procedure involving (1) demonstration by the trainer, (2) trial by the salesman, (3) correction of mistakes, and (4) later supervision until correct habits of work have been formed.[27]

Much can be done through training methods to improve the attitudes of salesmen. The salesman should have the proper attitude toward his company, the products, and the profession of selling. He must have confidence and pride in the company which he represents. He must believe that the products which he sells are of good quality and capable of meeting the needs of purchasers. Moreover, he must feel that the profession of selling is a dignified one -- that it has essential worth and importance, particularly in a free enterprise system. Otherwise, he will never become a truly successful company representative. All this is a question of attitudes which may be instilled in the salesman, both during the formal training program and thereafter while on the job.

---

26. Phelps, D. M., Op. Cit., p. 605.

27. Ibid., p. 606.

Training in Salesmanship

There is a great diversity of opinion among sales managers as to the efficacy of training in methods of making sales. Some believe that not much is gained by training in methods of securing pre-approach information, techniques of the approach and of the demonstration, and in methods of meeting objections and of closing sales. Others stress the gains which follow such training.

The writer had the opportunity recently of observing the training program of several frozen-food distributors. He was particularly impressed with lack of time that was devoted to salesmanship. Some companies spent as much as eighty per cent of their training time on other subjects. There is no question as to the necessity of imparting information concerning company, products market, and policies. However, the sales manager should re-examine and satisfy himself as to whether these subjects should take priority over preparing the salesman for more than just a fighting chance of coping with the very difficult problems to which he is exposed when using today's generally accepted technique of low-pressure salesmanship.

Unlike the high-pressure or "canned" sales talk, techniques of by-gone years, this modern brand of selling is difficult for the salesman to learn. By the same token the training program may become correspondingly more complex.[28]

---

28. D. V. Bergstrom, "The Responsibility of Sales Management for Effective Sales Training", Strengthening the Sales Organization, American Management Association, Marketing Series No. 97, p. 48.

Training in sales methods is given in a variety of forms. Lectures, demonstrations, role-playing, films, sound slides, recording devices, and the conference method are all used as carriers of training technique information. Undoubtedly, there is no one best way. Experience and experimentation must guide directors in determining just what seems best for their men. In the majority of cases it may be true that the most useful selling information is given by field supervisors, who are able to make immediate applications of developed techniques to the needs of their men.

The fundamentals of salesmanship will be discussed in greater detail in Chapter V.

Training in Speech

The relation of effective methods of speaking to success in selling has received much emphasis in recent years. Some companies have introduced instruction in speech methods into their training courses. Instruction is given primarily by practice rather than by lectures, the use of films, or even the conference method so useful in other areas.

In the training program, emphasis may be given to such matters as tone of voice, pronunciation, enunciation, speed and the adaptation of speed, and content required by the individual sales situation. Emphasis may be placed on how to secure and maintain the attention of the listeners.

If a salesman is able to gain and hold the complete and favorable attention of his listeners, he is a successful speaker. If he interests his audience he may have innumerable faults, yet few will care. Faults won't kill a speech.

Mispronouncing words won't kill a speech: Abraham Lincoln mispronounced a work at Gettysburg.

Lack of gestures won't kill a speech: Lincoln used no gestures at Gettysburg.

An unattractive voice won't kill a speech: Lincoln spoke in a high thin voice at Gettysburg.[29]

In preparing a speech, a salesman may use these key points:

(1) Know the subject - collect ideas and material on it. (Proper preparation is ninety per cent of effective speaking)

(2) Prepare an outline

(3) Write out the opening and closing

(4) Practice out loud - but do not try to memorize the talk word for word

(5) When you get on the platform, calmly survey the audience before starting to talk

(6) Use an attention-getting opening

(7) Close with a brief summary - and without any "thank you."[30]

---

29. Dale Carnegie, The Little Red Book for Public Speaking, handbook, p. 97.

30. Ibid., p. 4.

What the salesman gets out of speech training will depend largely on his own exertions. The trainer can only help him help himself. A former president of Harvard, Dr. A. Lawrence Lowell, said, "There is only one thing which will really train the human mind, and that is the voluntary use of the mind by the man himself. He may be aided. He may be guided. He may be offered suggestions; and above all else, he may be inspired; but the only one thing worth having is that which he gets by his own exertions; and what he gets is in direct proportion to what he puts into it."[31]

Forms and Reports

Management has two objectives in mind when requiring salesmen to make reports. The first, and most important, is to secure the proper liaison between salesmen and home office people, so that they may become fully apprised of conditions in the field, including salesmen's activities, customers' buying habits, opportunities for sales, and competitive strength. The second objective is to get the salesmen to plan and review their work and the results periodically. In a very real sense, the salesmen's reports are their own records of activity and accomplishment.

It is customary for salesmen to be critical of reporting. Reports are considered something extra which must be done in the evening or at off hours.

---

31. M. Joseph Dooher and Vivienne Marquis, <u>Effective Communications on the Job</u>. New York: American Management Association. p. 289.

Apparently, it is difficult for salesmen to think of work on reports as an integral and necessary part of their selling activity. Often salesmen are not temperamentally well fitted to do such work. The same characteristics which lead to success in contact activities may lead to an aversion for work on reports and the investigation which often precedes it. One sales executive said that you have to watch salesmen who make particularly good reports, as they may be in the "report business" and not effective in actual selling.[32] In this man's experience, the best salesmen often prepared the poorest reports. It can be argued that the best salesmen are those who handle all duties connected with their jobs effectively, and this includes reports.

Something can be done to improve the often unfavorable attitude of the salesmen towards this type of clerical work by showing them how the reports are used and why it is essential that they be completed accurately and promptly. If they can be made to feel that a certain amount of record-keeping on their part is helpful, whether or not the records are sent to the home office in the form of reports, the work will probably be done.

Illustrative of the forms which are often explained at training sessions are those which relate to such personal matters as group insurance, retirement plans, expense forms, and applications for sick leave. Among the non-personal forms are call reports, credit investigations and contracts for cooperative advertising.

32. Phelps, D. M., Op. Cit., p. 689.

Training in Supervision

A common policy of many companies is to draw supervisors from the sales force. Not only is the opportunity for promotion to such a post a strong builder of morale but no one can successfully deny the value to the supervisor, when working with his men, of having sold under the same conditions.

A good selling record does not constitute the only necessary qualification for success as a supervisor. Many companies have carefully developed training courses for supervisors and have given almost as much attention to them as to the training programs for salesmen.

The common approach to the problem of training these men involves a presentation of the training in some detail. They are told what their part is, just how they are to discharge their specific duties, and are given some training in fundamental methods of teaching. Often definite criticism of their own speaking and sales presentation techniques is given in order that they may learn how to give similar counsel to salesmen under their direction.

A useful summary of what a trainer of salesmen should know is supplied by a veteran sales training director, who drew on years of successful experience when he compiled the following summary. All sales trainers, says this writer, should know:

1. How to make a lecture interesting, including:
    a. How to use news stories
    b. How to use a humorous story
    c. How to use simple language
    d. How to use mechanical speaking aids
    e. How to use testimonials.

2. How to dramatize points in his demonstrations.

3. How to handle properties, including:
    a. How to use films
    b. How to use charts
    c. How to use demonstration pieces or parts of the product
    d. How to build his props before an audience .
4. How to practice:
    a. His speeches
    b. His demonstrations
    c. The use of props .

5. How to use the audience.

6. How to put on quiz sessions.

7. How to conduct discussion sessions.

In addition, he may be taught all facts about product, plan, company, and distribution. Armed with his product, and company facts and with training on the above points, he is ready to teach others what he knows about the company, its products, and how to sell it.[33]

33. Hegarty, E. J., Op. Cit., pp. 133-134.

CHAPTER V

TRAINING IN SALESMANSHIP

The Need

The salesman today finds himself meeting a better informed and more independent buyer. (Today the customer is king.) The salesman finds himself in a buyer's market where goods are plentiful. They must compete for the attention of the prospective customer who has the money to buy, who is selective, and who wants proper help in making a selection that will satisfy him and contribute to his well-being.

Our production capacity and our production know-how are increasing. Increased production generates increased purchasing power. At the present rate of production, disposable income should be $40 billion more in 1956 than it was in 1955[34]. Salesmanship will be needed to sell these goods.

Based on present trends, the United States can anticipate a population growth to 304,000,000 in the year 2000. Moreover, the average family's

---

34. L. F. Weyand, "Salesman and Salesmen-Fitting the Recruit to the Job", Strenghtening The Sales Organization, American Management Association, Marketing Series No. 97, p. 34.

income will increase from $5,000 a year in 1954 to $11,000 a year in 1999.[35]

It has been estimated that by 1969, frozen foods will account for not less than $3 billion in annual grocery volume, as compared to $1.7 billion in 1955. It has been estimated that in fifteen years, up to fifty percent of the space in retail stores may be devoted to frozen foods.[36] To the frozen-food salesmen, this represents a tremendous challenge.

Recently, there have been growing objections to the lack of time spent in formal sales training programs on the subject of salesmanship. For example, Ray C. Brewster has decried the fact that, in the case of companies he has observed, usually as much as seventy-five percent of the training time is applied to imparting information on company products, policies, routines, and similar topics.[37]

The lack of salesmanship training in sales-training programs must be met. Men who aspire to be top salesmen must be given more of the tools and techniques they need to attain their goals.

Improving Sales Personality

Some salesmen have more of the personality qualities that make selling more of a success than others. This has been vaguely referred to as a

---

35. Philip Wernett, "The Future of American Prosperity", Challenge, November, 1955. pp. 34-35.

36. Frozen Food Factbook and Directory, New York: National Frozen Food Distributors Association, 1955. p. 51.

37. Ray C. Brewster, "More Psychology in Selling", Harvard Business Review, (July-August, 1953), p. 91.

selling personality. No one knows exactly what such a personality is.

> A salesman cannot easily change his type of personality from subjective to objective. True aptitudes are largely inherent and cannot be consciously acquired. Nevertheless, he can add to his knowledge, enlarge his vocabulary, dress in good taste, keep himself well groomed, improve his manners and voice, rid himself of objectionable mannerisms, and develop certain attitudes.[38]

There are many traits, characteristics, and techniques that a salesman may observe to become successful. Some of the personal qualifications for successful salesmanship are as follows:

1. Appearance. First impressions are very important. When a salesman calls on a buyer, he sizes him up before he speaks a word. If the salesman is groomed properly, maintains the proper posture, carries the proper expression on his face, he creates a favorable impression. Anyone can maintain a pleasing outward appearance if he tries. Well-pressed clothes, well groomed hair, a clean shave, a clean shirt, and well-shined shoes are essentials.

2. Courtesy and tact. A man must be a gentleman before he can sell successfully. J. C. Apsley says, "Being a gentleman is largely a matter of considering first the effect of what you say and do on the feelings and sensibilities of others."[39]

---

38. Russell, F. A., and F. H. Beach, Op. Cit., p. 106.

39. Ibid., p. 108.

Every buyer has feelings, opinions and preferences that he likes to have respected. The use of tact enables the salesman to handle difficult situations without offending the prospect. The tactful man has the knack of putting others at ease. To develop tact the salesman may place himself in the buyer's position.

The tactful salesman has a sympathetic understanding of the feelings of others. He learns to do and say the right thing at the right time, regardless of what he would like to say. A good example of using tact is described by John M. Wilson, Vice President of Sales, National Cash Register Company.

> How many times have you heard a salesman say, "You don't understand what I'm saying", implying that the prospect is "thick between the ears?" It would be better to say, "I haven't made myself clear", for you haven't - at least to him - if there is need to make such a statement.[40]

3. Cheerfulness. Most buyers like to do business with a salesman who is cheerful. When a salesman wears a pleasant look, he gets a pleasant response. Charles B. Roth, President, Charles B. Roth and Associates, says:

> Smiles are worth money. One of the chief doors to good human relations, to immediate friendliness, to complete understanding is a sincere smile. Most persons believe that a smile is a perfectly natural endowment and that all smiles are alike. Far from the truth. Some are better than others. Some do good, some actually do harm. These

40. Wilson, John M., Op. Cit., p. 47.

> harmful smiles are called smirks. The difference between a smirk and a smile is small, subtle, yet vastly important. It is in the eyes. In the sincere smile, the eyes also smile, but in a smirk only the mouth is involved. One makes friends; the other drives them away. And the difference - a slight movement of the eyes.[41]

4. Imagination and resourcefulness. Imagination is the mental quality that enables a frozen food salesman to picture a family sitting down to a good meal that it only took mother a few minutes to prepare. Present-day selling of frozen food has more to do with selling the use of the product than with selling the product itself.

All buyers are not alike. The sales strategy that will influence some will not even interest others. Resourcefulness enables the salesman to use the right method at the right time. When the buyer repeatedly says that he is not interested, and the sale seems lost, resourcefulness discovers a new appeal that changes a negative reply to a positive reply.

5. Enthusiasm. Enthusiasm makes an optimist of the salesman. He talks convincingly, and acts as though he would rather do his job than anything else in the world. One writer had this to say about enthusiasm:

> This comes from knowledge and love of your work. It is a driving power that causes a man to get genuine pleasure from a hard day's work. Enthusiasm on the part of a salesman breeds enthusiasm on the part of the prospect. An enthusiastic prospect

---

41. Charles B. Roth, Professional Salesmanship, New York: McGraw-Hill Book Co., Inc., 1949, pp. 50-51.

> is ready to be sold and will not hesitate to sign the order. If you can't become enthusiastic about what you are selling, then, in all fairness to yourself and the company you represent, sell something else, or get out of selling entirely.[42]

The salesman should not confuse enthusiasm with fist pounding and loud talk. One of the most enthusiastic salesman that the writer has ever met hardly raised his voice during a sales presentation. He used a number of gestures that were very effective during his sales talk.

6. Sincerity. Sincerity is that intangible quality that makes the buyer believe what the salesman is saying. A buyer does not have to be a psychologist nor have a sixth sense to determine whether the salesman is sincere. Insincerity simply cannot be covered up. If the salesman knows the facts and speaks them in an earnest manner, the prospect or customer is bound to recognize the evidence of sincerity.

Confidence is never built on part truths. Exaggeration may win the point, but is too often disastrous. A salesman should not make unreasonable claims or promises over which he has no control.

7. Aggressiveness. The salesman may be aggressive, but he should not confuse it with the so-called "high pressure" salesmanship. There may be times when it is necessary to make up the customer's mind for him. Do not assume that the buyer always knows what he should about the use of

---

42. Wilson, John M., Op. Cit., p. 43.

the product that he is buying. Frequently he does not know what is best for his interest.

Experience will teach the salesman when to be aggressive. Aggressiveness should be moderated with courtesy and tact. Never be guilty of using it in order to oversell the customer. The salesman should maintain the dignity of his own position and the prestige of the company, as well as the good will of the customer.

The Selling Process

The trainer should be instrumental in explaining to the salesman that selling is an orderly process. The ancient adage that a salesman is born, not made, is untrue. Successful selling is based upon principles and easy-to-apply rules. Successful selling can be learned! True, the better-than-average salesman uses imagination and new ideas, but he has no monopoly on them. They can be cultivated.

The selling process is nothing more than leading the prospect to make certain decisions, one at a time. If the prospect makes the decisions, he has bought. One writer enumerates eight such buying or prospect decisions:[43]

1. I will see this salesman.
2. I will hear what this man has to say.
3. I now realize the disadvantages of my present condition.
4. I do see where his sales offer would improve my present situation by overcoming its disadvantages.

---

43. Russell, F. A., and F. H. Beach. Op. Cit., p. 252.

5. I approve the proposition that this man makes to me.
6. I like the firm that he represents.
7. I would like to do business with this salesman.
8. I will act now.

The eight prospect decisions are fundamental; no sale can by-pass any one of them. The successful salesman must guide his prospect's mind through these eight decisions. One writer stated that the sale has five steps - not eight. The five steps of a sales interview are as follows:[44]

1. Preapproach
2. Approach
3. Demonstration
4. Handling objections
5. Close, departure and follow-through.

Preapproach

The purpose of the preapproach for salesmen is to enable them to plan the approach so that they will have a chance to tell their story. This chance to tell their story is vital, yet many salesmen seem to take it for granted that they will be refused this chance by a large percentage of prospects. This percentage can be sharply reduced by adequate training in the preapproach.

The following is an example of a simple but intelligent preapproach used by a frozen-food salesman selling to a restaurant proprietor. This salesman might have barged in on his prospect and asked, "Need any frozen foods?" Instead, he went by the restaurant several times during the periods

44. Ibid., p. 254.

that breakfast, lunch, and dinner were being served to drink a cup of coffee. He studied the menu. He observed the type of people that were eating there. He questioned customers located near the prospect to find out what he could about his business and hobbies. He secured all the information possible from fellow salesmen. From these interviews and his observation, he was able to sell the prospect. The salesman found out his needs and fulfilled them.

Approach

Authorities on salesmanship say that what takes place during the first few seconds the salesman is with a prospect is responsible for 75 percent of his success or failure. The real reason why the approach is so important is that its purpose is to win the undivided attention of a prospect.[45] Undivided attention is complete attention; attention so steadfast that for the moment no other thought crosses the mind of the prospect.

Many frozen-food salesmen make mistakes in the approach. The writer observed a salesman who called on a prospect and said, "Mr. Jones, my name is John Doe. I represent Frozen Foods Company. Our Company would like to get some of your business, Mr. Jones. I was out this way this afternoon and thought I would like to stop by to chat for a while."

---

45. Roth, Charles B., Op. Cit., p. 128.

The approach would have been much better if the salesman had said: "Mr. Jones, I represent the Frozen Foods Company over on High Street. John Doe is my name. If I can prove to you how you can reduce your food cost at least 20 percent in the next twelve months and increase your business, you would listen to my story, wouldn't you?"

The trainer should teach the new salesman types of approaches that may be used in selling frozen foods. Some approaches that may be used to gain and hold the prospect's attention are:[46]

1. Mr. Prospect, would you be interested in increasing your frozen foods sales 50 percent?

2. Mr. Prospect, I called to tell you of several new products that our company has just put on the market. You will be especially interested in the new lobster dinner.

3. Good morning, Mr. Restaurant Owner, my name is Jones, representing Frozen Foods Company. I should like to have approximately ten minutes of your time to show you how you can serve a two dollar meal for 35 cents.

4. Mr. Smith, by 1969, 50 percent of the floor space in supermarkets will be devoted to frozen foods. Our company has the best frozen foods on the market, and I can prove it.

The trainer may wish to point up some of the common fallacies used in the approach. For example, many salesmen apologize for taking the prospect's time. Most authorities on salesmanship agree that an apology represents poor tactics, as it places the salesman on the defensive at the start of the interview.

46. Paul W. Ivey, Successful Salesmanship. New York: Prentice-Hall, Inc., 1941. pp. 254-266.

The trainer may teach the salesman how to relieve sales tension; that is, the buyer sensing that the salesman is trying to "sell something". The trainer may show the salesman how this is accomplished in the following ways:[47]

1. The salesman may talk about hypothetical situations rather than the prospect's own.
2. The salesman may state from the start of the interview that he has no intention of making a sale.
3. The salesman may request the opinion of the buyer on a product or plan.
4. The salesman may tell the prospect at the start of the interview not to fear high-pressure tactics. The prospect may dismiss the salesman at any time.
5. The salesman may facilitate the interview by presenting a profitable idea or product to the prospect.

The Demonstration

Frozen foods salesmen often make the mistake of making the sales presentation, then trying to demonstrate the product. In selling frozen foods, the sales attempt may begin with the demonstration. It is not sufficient to tell the prospect; it is better to show him.

The trainer may use a number of procedures in teaching the demonstration of a product. One method that may be used is as follows:[48]

1. Say something
2. Do something
3. Get the salesman to do something
4. Ask something.

---

47. Russell, F. A., and F. H. Beach. Op. Cit., p. 283.

48. Hegarty, Edward J. Op. Cit., p. 162.

The procedure may be illustrated as follows:

The trainer explains how the demonstration should be done. (He says something.)

He actually goes through the demonstration to show the salesman how it is done. (He does something.)

He gets the salesman to go through the demonstration. (He gets the salesman to do something.)

Then he asks the salesman if he understands how to do it and will be able to demonstrate the product to a customer. (He asks something.)

The trainer should make sure the salesman knows how to organize a demonstration. In fact, it should be practiced.

Another idea used in training for the demonstration is to drill the salesman in what to do rather than what to say. In many cases, a salesman has gone out to sell a prospect and didn't know how to coordinate his demonstration with the sales presentation. For this reason, trainers have found it is well to give the salesman a routine on what he will do with the product and train him to use that routine without saying a single word.

In training salesmen for demonstration of products, the following points may be stressed: clarity, completeness, and winning the prospect's confidence.[49]

---

49. Russell, F. A., and F. H. Beach. Op. Cit., p. 300.

Clarity. Clarity is the first aim of any demonstration. The demonstration must be so clear that it leaves no haze of misunderstanding in the prospect's mind.

The salesman may be trained in how to show the prospect what it will be worth to him to use frozen foods in terms of time saved, greater sales, greater contentment and greater security. The cost may be broken down into small units so the prospect can see and understand how much he will save per day, per month or per year.

Completeness. The trainer should require the salesman to use an organized sales talk when demonstrating the product. He may caution the salesman not to deliver it word for word like a parrot. The organized talk does not have to be memorized; it only needs to be outlined, with a few phrases kept in mind. The trainer emphasizes the organized sales presentation for the following reasons:[50]

1. It covers all the ground, leaving no gaps. It does not leave a salesman wishing he had remembered to bring up certain points which might have clinched the sale,
2. It insures a logical order in the canvass.
3. It saves time for the salesman and for the prospect.
4. It enables the salesman to sell effectively, whereas he would fail if left to his own devices.

Many frozen food salesmen do not like to use organized sales presentations because they maintain that all buyers are different. This is true,

---

50. Ibid., p. 350.

but the trainer may point out that buyers are similar in 90 percent of their reactions. The other 10 percent require slight variations, but any salesman with mental dexterity can adjust himself to the buyer and adapt his talk to the various degrees of personality differences.[51]

Confidence. It has been said that one statement in a sales talk which the prospect does not believe is like one drop of ink in a glass of water . . . it colors the entire content.[52]

The trainer may use several techniques in showing the salesman how confidence is gained.[53]

The first technique is the use of testimonials. The salesman must be trained in how to use them. The testimonial should be from someone whose problems are similar to those of the prospect. To tell the proprietor of a crossroads store in Alabama that Macy's in New York sold these frozen foods, would mean very little to the buyer. The way in which the testimonial is introduced may also be stressed. With the experienced buyer it may be done casually; that is, in a by-the-way manner. The salesman may be required to get testimonials from satisfied users.

The second technique that may be taught is the use of the test. Training the salesman how frozen foods are prepared, enables him to show

---

51. Roth, Charles B. Op. Cit., p. 156.

52. Russell, F. A., and F. H. Beach. Op. Cit., p. 332.

53. Ibid., pp. 334-339.

the prospect how it tastes and compares with other foods. The salesman could ask the prospect: "Just taste that. Did you ever taste anything so good? Notice how favorably it compares with fresh food." A sample may be left with the prospect for testing after the salesman has gone.

Another technique that may be used is the use of claims. The trainer should caution the salesman not to make too strong claims early in the interview. The claim should be specific. If the claim is general, it is discounted; if specific, it is believed. The trainer may illustrate: "Our frozen orange juice is the best," leaves the prospect doubtful, but the claim that research has proven that our orange juice contains one-fourth more vitamins will impress the buyer.

The salesman may be taught how to use the guarantee in demonstrating the product. In introducing a new product, the salesman may guarantee the sale of the product. However, the salesman should be cautioned not to stress the warranty too strongly, because the buyer might become suspicious of the quality.

Finally, the trainer may teach the salesman the use of suggestions. Suggestion is not only one of the most powerful techniques a frozen food salesman can use in persuading his prospects and customers to buy, it is the easiest.

Suggestions may be categorized into three types: negative, neutral and positive. These may be illustrated as follows:

Negative: "You don't want to buy any frozen dinners today do you?

Neutral: "What do you think of frozen dinners?"

Positive: "This is certainly a wonderful dinner. You can use a case today, can't you?"

Handling Objections

Very seldom does a salesman begin a sale and complete it without having to handle objections the customer brings up. Objections are so common that many experienced salesmen fear an objectionless sale. They are afraid if the customer agrees with everything, the sale will not stick.

In training the salesman how to handle objections, the trainer should explain two main kinds of objections: the true or legitimate objections and the false objections or excuses. Salesmen must learn to distinguish between the two types.[54] Experience will help. If the objection is trivial, the trainer may teach the salesman how to use it in the sales presentation. However, if the objection is a valid one, the trainer should show the salesman how to handle it.

The trainer may explain the six distinct methods of handling true objections after it has been raised. They are as follows:[55]

---

54. Wilson, John M. Op. Cit., p. 202.

55. Russell, F. A., and F. H. Beach. Op. Cit., p. 39.

1. The direct-denial method
2. The indirect-denial or, "yes, but" method
3. The bommerang method
4. The compensation method
5. The question method
6. The pass-up method

In applying the direct-denial method, the salesman is taught to flatly deny the objection by telling the customer that he is mistaken. The following example may be used to explain the direct-denial method:

> Chef: The shrimp are too high. I can buy them cheaper from XYZ Company.
>
> Salesman: I must take definite issue with you there. These shrimp are actually cheaper, and I stand ready to prove it. My shrimp only have a five to ten percent breading on them, whereas XYZ brand has a 40 to 50 percent breading. (He takes one of his shrimp and a competing brand shrimp and breaks them to show the difference.)

The trainer may caution the salesman in getting to be too much of a "yes" man, resulting in the prospect feeling that he is insincere.

In using the indirect-denial method, the salesman is taught to admit the objection, but that the advantages of the product will off-set the objection. The following example will illustrate the indirect-denial method.

> Salesman: Yes, Mr. Prospect, I can understand how you might get that impression. But when you consider that you are getting more shrimp and less bread, the price isn't higher. The customer will like these shrimp much better.

In applying the boomerang method, the salesman is taught to turn the objection into a reason for buying. The following illustration may be used to teach the boomerang method:

> Salesman: "Yes, Mr. Prospect, that is the very reason why you should buy our shrimp. People get just what they pay for these days. Our price is higher because we only have quality shrimp."

Using the compensation method, the salesman admits to the validity of the objection, but points out the advantages that compensate for it. The higher price compensates for the higher quality (see the following example).

> Salesman: "Yes, I will agree that my brand of shrimp is higher, but think of the increase in customers, once they eat these shrimp. We guarantee these shrimp to be the best quality."

The question method is taught by telling the salesman to ask "why" to every objection. John M. Wilson, Vice President of Sales, National Cash Register Company, trains his salesmen to ask "why" to every objection.[56] The following example may be used to illustrate the question method:

> Chef: "Your shrimp are priced too high."
>
> Salesman: "Why do you think the price is too high?"

The pass-up method may be explained by telling the salesman to smile and pass off the objection. The objection may be ignored at times. The pass-up method may be illustrated as follows:

---

56. Wilson, John M. Op. Cit., p. 214.

Salesman: "Quality shrimp will always be high."

The trainer knows that the new salesman will encounter objections of various kinds, even though he makes a good sales presentation. Therefore, the trainer should prepare a list of objections which occur most frequently.

The author will list some of the objections that he has encountered and the solutions used in selling frozen foods:

Customer: "Why should I sell Minute Main orange juice when the chains sell it cheaper than I can buy it?"

Salesman: "You know Mr. Supermarket owner, if the manager of the chain store down the street were standing behind me now, he would shake his head "No" and say to you, "don't buy". He knows that Minute Maid orange juice is one of the fastest moving products that he sells, and he would much rather have a monoply on its distribution in this neighborhood than let you in on this profitable brand. Take a tip from his experience, stock and sell Minute Main and get those extra customers and added profit."

Customer: "Sorry, I don't have room for it."

Salesman: "Mr Customer, you are smart in placing a great deal of value on every inch of space in your frozen-food cabinet. I know that you want to be sure of one thing - that each brand that you stock is the fastest selling brand in its product field. Experience has shown that Birds Eye vegetables are the fastest selling vegetables. Sell Birds Eye vegetables and increase your profits from the space devoted to the off-brand."

Customer: "I don't have many calls for it."

Salesman" "You haven't had calls for the Stokely line because you haven't given your customers a chance to call for it. The customer merely glances at your frozen food cabinet, fails to see the merchandise she wants and is buying and goes elsewhere for it. Give your customers a chance to buy Stokely products."

Customer: "I hate XYZ Company and all their products."

Salesman: "Let's suppose for a minute that you were operating a restaurant, Mr. Jones. Suppose again that you don't like coffee; that you never drink it. Is that a reason for not serving it to your customers? All service businesses are alike, Mr. Jones, in that the customer must be pleased at all costs and one way to please these customers is to offer them brands which have been synonymous with quality for many years. Why continue to let personal prejudice interfere with your building a nice business on XYZ's products?"

Customer: "I found a worm in that spinach."

Salesman: "I'm very sorry, Mrs. Carlson. After a heavy rain, spinach leaves curl somewhat and will occasionally be rolled around a spinach worm so tightly that despite the processors 90 feet of washing equipment, it is not dislodged and slips by their inspectors."

The Close

A good salesman is always a good closer and a poor closer is always a poor salesman, for the close is

> the "one far-off divine event to which the whole creation moves."[57]

The salesman, after years of selling experience, may develop a sixth sense; he will sense the proper time to close the sale.

For purposes of closing the sale, the trainer should caution the salesman to watch for the following indications:[58]

1. An act of hesitation
2. The slightest raise or lowering of the voice
3. A negative remark, i..e., "That is a good product, but I shouldn't buy it."
4. A twinkle of the eye
5. A nod of the head.

The trainer may teach the salesman to use one or all of the following techniques in closing a sale.[59]

1. The assumptive technique
2. The inducement technique
3. The narrative technique
4. The physical technique
5. The impending technique
6. The minor-detail technique
7. The ask-them-to-buy technique.

The assumptive technique takes for granted the prospect is going to buy. The salesman may be taught to take a thorough inventory of the cabinet and storage room. After completing the inventory, the salesman may write up the items needed on the order form. When he has completed

---

57. Russell, F. A., and F. H. Beach. Op. Cit., p. 433.

58. Ibid., p. 438.

59. Roth, Charles B. Op. Cit., p. 204.

the order, the salesman may ask, "Now if you will just O. K. this order, Mr. Jones, I think we can deliver the frozen food this afternoon."

The inducement technique will usually close the sale, because it is based upon an underlying trait in human nature - to get something for nothing. The salesman may be trained when to offer the buyer something extra, as an inducement to buy now. The salesman can use the following statement. "With every dozen cases of peas sold today, the company will give you a case free."

The salesman may also be taught how to narrow the prospect's choice. The salesman can tell the prospect, "Taking everything into consideration, sir, I believe the frozen pork chopettes will serve your needs the best. The cost-per-serving is only 16 cents."

The physical-action technique suggests that the prospect <u>do</u> something rather than <u>think</u> something. The salesman may be shown how to get the prospect to figure the profit he will make on the food. The salesman may give him an order blank to sign.

In using the impending technique, the salesman may be taught to stress that the quantity is limited. Another appeal might be that the price will increase before the next call.

The salesman may be shown how to close using the minor-detail technique. This technique rests on the assumption that the prospect can make minor decisions easier than major decisions. If the salesman is selling frozen fillet mignon, he may ask the prospect, "Would you prefer a five ounce or a six ounce size?"

The ask-them-to-buy technique may be stressed by the trainer. Usually, buyers expect to be asked for the order.

The author is of the opinion that it is smart to forget about tricks and devices and frankly ask for the order.

> "One is reminded of the salesman who had been talking hard for over an hour and finally, permitting fatigue to unleash his irritation, burst out, "Say, why in the h____ don't you buy this thing?" Whereupon the prospect replied with equal warmth, "Why in the h____ don't you ask me to?"[60]

The salesman may use one or all of the techniques in closing a sale. The personality of the salesman, the conditions under which he is trying to close, the personality of the buyer, the nature of the products, and the money involved will determine what technique to use.

The departure is a very important step in the selling process. After the salesman successfully closes the sale, he may thank the buyer for the order and change the conversation into another subject.

The trainer should stress the fact that it is impossible to close all sales; therefore, the salesman should have the right attitude toward

---

60. Russell, F. A., and F. H. Beach. Op. Cit., p. 451.

unsuccessful sales. The attitude may be no different for unsuccessful closes than for successful ones. The salesman may thank the prospect for his time, express the open attitude of good sportmanship, and ask permission to call later.

Many frozen food salesmen look upon the close as the final step of the sale. It is not. The final step is the follow-through. The trainer should stress the fact that the follow-through is more important that the closing. The purpose of the follow-through is to keep the prospect continually buying. In order to keep the customer buying, the salesman will need to sell the proper quantity and quality. He should be taught how to sell the better grades of merchandise. Usually, the higher grades sell better and give more customer satisfaction.

CHAPTER VI

TRAINING IN THE INSTUTIONAL MARKET

Importance

Americans in 1955 spent $17,055,900,000 "eating out", a gain of nearly a billion dollars over the preceding year. The nations restaurants served an average of 78,000,000 meals per day.[61]

> Of the 67 billion overall food sales in this country today, the institutional market is second only to grocery trade in importance -- and the future is even brighter ! Conservative estimates see todays $17 billion institutional sales reaching a $20 billion figure by 1960. It will go on to $35 billion in 1975 when the population is expected to hit around 220 million.[62]

Frozen food distributors have unlimited potentialities for sale of frozen foods to the institutional market. However, if they are to fully exploit this largely untapped market, salesmen will have to be employed who can key frozen foods' selling points to the institution's operating problems.

---

61. "Frozen Foods Gain in Restaurant Expansion, But Off Quality Brakes Full-Speed Advance", Quick Frozen Food, (February, 1956), Vol. XVIII, No. 7, p. 356.

62. Albert I. Ris, "Are You Missing the Boat in the Institutional Market?", Frozen Food Factbook, New York: National Frozen Food Distributors Association, 1955, p. 31.

The writer is of the opinion that frozen food sales on the institutional level have reached a point where salesmen cannot vastly increase their sales unless they are adequately trained. Some distributor's have allowed their salesmen to sell institutions in the past on a hit-and-miss basis without any training on how to help them solve their problems.

Institutional Versus Retail Selling

Salesmen should know the differences, in the selling technqiues, between the retail and institutional market.

The retailer wants an attractive package that will catch the housewife's eye when she shops in his store. The attractive package will have little appeal to the institution. He is primarily interested in the cost of the item and how it will help him to cut cost.

The retailer is interested in how much it costs per package, per dozen, per case or per pound. The institution wants to know cost per serving.

The retailer is not interested in the comparison of frozen, canned and fresh foods as to cost and quality. In the institutional market, salesmen must convince the dietician, chef and restaurateur that frozen fruits and vegetables are superior to canned and fresh.

The salesman may use a different sales presentation even to different types of institutions. For example, the salesman may stress the nutritional value of frozen foods. A nutrition research project sponsored by the National Association of Frozen Food Packers revealed that frozen foods were nutritionally superior to canned and fresh.[63] The salesman can use the research project report very effectively in selling the superiority of frozen foods.

In selling restaurants, the salesman may stress the cost per serving, elimination of waste,labor cost, savings and appearance of the foods. In selling hotels, quality may be stressed more than other selling points.

Selling Frozen Vegetables to Institutions

All of the vegetables an institutional buyer uses come from the original growing field. If he buys them in frozen form, he gets vegetables that have been picked at the optimum of maturity, processed in such a manner that bacteria growth is suspended and delivered months later at the same harvest ripeness as when they were quick frozen.

Canned vegetables must be cooked to destroy bacteria, and in many cases they must have liquid and seasoning added to improve their

---

63. "NAFFP Nutrition Report Opens New Markets for Frozen Foods," <u>Quick Frozen Foods</u>, (March, 1955), Vol. XVIII, No. 8, p. 55.

flavor. During the cooking process, vitamins, color and flavor are often changed.

Fresh vegetables which have been sold through normal distribution channels are subject to harmful delays before delivery to point of usage. Seasonal fluctuations in the weather can harm the quality, prices vary according to supply and demand and yields are variable. Kitchen labor is above one dollar per hour, and must be considered as part of the preparation cost.

Educating institutional buyers to use frozen vegetables is the job of the salesman. He should know the comparative cost-per-serving of vegetables sold in fresh, canned, and frozen form.

The following tables may be used in showing the cost equivalent and other factors concerning peas. Green peas will be used for the illustration because they are probably the most popular vegetable on institutional menus. (Charts on other vegetables may be secured from the editors of Quick Frozen Foods, 82 Wall Street, New York 5, New York.)

The first step in determining serving costs involves multiplying the time of preparation by the cost per hour of labor. (The federal wage requires one dollar per hour, a minimum standard in the restaurant field, when used.) The resulting figure gives the cost of preparation.

Table I

Equivalent Factors of Institutional Peas

	Fresh	Canned	Frozen
Package used	Bushel	No. 10 can	Carton
Net weight	28 lbs.	6-3/4 lbs.	2 1/2 lbs.
Preparation waste	18 lbs.	none	none
Weight lost in cooking	1/2 lbs.	none	none
Total weight lost	18 1/2 lbs.	none	none
Net Yield	9 1/2 lbs.	4 1/2 lbs. (drained)	2 1/2 lbs.
Preparation time	40 min.	none	none
Waste	60%	0	0
Cooking time	15-20 min.	Heat	5 - 8 min.
Number of 2 1/2 oz. servings	61.2	28.8	16

One point eight 40 ounce cartons of frozen peas are equivalent to a No. 10 can; one 40 ounce carton is equivalent to seven pounds of fresh peas; three and four-fifths 40 ounce cartons are equivalent to one bushel of fresh peas.

Table 2

Cost Per Serving of Frozen Vegetables

Cost Per Lb.	40 oz. Carton	2 oz.	2 1/2 oz.	3 oz.
16	40	.0200	.0250	.0300
17	42 1/2	.0213	.0266	.0319
18	45	.0225	.0281	.0338
19	47 1/2	.0238	.0297	.0356
20	50	.0250	.0313	.0375
20 1/2	51 1/4	.0256	.0320	.0384
21	52 1/2	.0263	.0328	.0394
21 1/2	53 3/4	.0269	.0336	.0403
22	55	.0275	.0334	.0413
23	57 1/2	.0228	.0359	.0431
23 1/2	58 3/4	.0294	.0367	.0441
24	60	.0300	.0375	.0450
24 1/2	61 1/4	.0306	.0383	.0459
25	62 1/2	.0313	.0391	.0469
25 1/2	63 3/4	.0319	.0398	.0478
26	65	.0325	.0406	.0488
26 1/2	66 1/4	.0331	.0414	.0497
27	67 1/2	.0338	.0422	.0506
27 1/2	68 3/4	.0344	.0430	.0516
28	70	.0350	.0438	.0525
28 1/2	71 1/4	.0356	.0445	.0534
29	72 1/2	.0363	.0453	.0544
29 1/2	73 3/4	.0369	.0461	.0553
30	75	.0375	.0469	.0563
30 1/2	76 1/4	.0381	.0477	.0572
31	77 1/2	.0388	.0484	.0581
31 1/2	78 3/4	.0394	.0492	.0591
32	80	.0400	.0500	.0600
42	1.05	.0525	.0656	.0788

The use of the tables will enable the buyer to determine his cost-per-serving of peas whether they are bought in fresh, canned or frozen form.

The salesman may determine the cost per pound of canned peas by dividing the price per dozen by 12, which gives the cost per can. The net drained weight is then divided into the cost of a No. 10 can to give the cost per pound.

Table 3

Fresh Peas Cost

Bushel Price	Cost per lb. ready for the table.
$1.00	23.7¢
1.50	28.9
1.75	31.6
2.00	34.2
2.25	36.8
2.50	39.4

Fresh peas are put in a variety of container weights. In the above table, average figures have been used, but the salesman can easily make adjustments for specific cases.

Adding the cost of preparation to the market cost of the fresh package is the second step, and gives the total cost of fresh peas.

In the third step, the total cost is divided by the net yield (weight of the peas after removal from the pod) plus the allowance for the weight lost in cooking. The resultant figure is the cost per pound prepared for table use.

The preceding steps may be illustrated in a problem:

1 hour plus 40 minutes X $1.00	=	$1.67
$1.67 plus $1.00	=	$2.67
$2.67 divided by 9 1/2 lbs.	=	28.1

To arrive at the cost of a 2 ounce serving, divide the pound price by eight; a 2 1/2 ounce serving, by 6.4, and a 3 ounce serving, by 5.33. The serving sizes used here are the most popular ones in restaurants.

It is usually a good practice for the salesman to talk about a cost-per-serving basis. Mills of additional cost-per-serving are easier to sell than half or full cents per pound.

To illustrate this, the writer will use a hypothetical case of a large restaurant that uses canned peas. The salesman should first determine what the restaurant is presently paying and the quality of the peas used, whether it is fancy, extra standard, or standard.

The assumption will be that the buyer is ordering extra standard four, five or six sieve large peas, and his purchase cost is ten dollars per case.

To arrive at his cost-per-serving, the salesman first divides ten dollars by 12, which gives a cost of 83.3 cents per can. Divide this figure by the drained weight of one can of peas, which in this case is four pounds and four ounces, and the salesman can now get a per pound cost of 19.6 cents.

Referring to Table 2, the salesman can see that peas costing 19 cents a pound will provide a 2 1/2 ounce serving at 2.97 cents, and peas costing 20 cents a pound at 3.13 cents. The average serving cost of peas , which costs 19.6 cents per pound, is 3.05 cents.

The salesman next determines what grade of frozen peas to offer. In this particular case he could offer a low B grade at 21 cents a pound, or a high C grade at 19 cents a pound.

This enables the salesman to furnish a comparison: better quality at a higher price or equal quality at a lower price.

According to Table 2, the per serving cost of peas at 21 cents a pound is 3.28 cents, and at 19 cents a pound, 2.97 cents.

With all these facts, the salesman now insists on a cooking demonstration to show his two finished products against their competitor, canned

peas. Depending upon the buyers reaction, the salesman stresses either the superior quality of the B grade frozen peas, whose per-serving cost is a fraction more than that of the canned, or the monetary savings that can be realized by using the C grade.

Selling Institutional Fruits

Institutional frozen fruit is used in its natural state, such as a restaurant using sliced peaches for dessert. Sometimes they are used as material for manufacturing, such as pie bakers using it for making fruit pies.

The salesman should know before hand how his product will be used. Certain qualities of the fruit should be stressed when it is to be used in its natural state, while other points may be more important to a manufacturer.

In selling the manufacturer, the salesman may stress proper slicing, pitting, and steming that have been done at the packer level. They will have less work to do before using the fruit. Appearance is also important in selling the manufacturer. Fruit sold as halves or slices generally has more value than a carelessly handled product.

In selling the fruits for use in the natural state, the salesman may stress color, flavor, texture and drained weights. The locality and climatic conditions under which the fruit is grown may be stressed by the salesman.

The salesman may also stress other points such as: the maximum color of the fruit is obtained at the point of optimum maturity. Therefore, frozen fruit quality can excel that of fresh variety because the latter is usually harvested in an immature state to help the fruit withstand the rigors of shipping. The addition of ascorbic acid and sugar aids in the retention of frozen fruit's natural color. Quick freezing of fruits is a superior method of processing and may be of interest to buyers.

There is a direct ratio between the flavor of a fruit and the soluble solid content. Fully ripened fruit contains more natural sugar and will weigh heavier than immature fruit.

Soluble solids are very important to the manufacturer because it means he is buying more usable fruit and less water. Irrigated fruit, or fruit grown in excessively rainy localities, usually has less flavor and a lower soluble solids content.

Texture is an important consideration in sales of institutional fruit. Immature fruit will be too firm, while over-ripe fruit will not be firm enough to make an attractive product.

Finally, the salesman may stress the competitive processes employed for fruits. Other processes use heat, either artificial or natural, to preserve the fruit. The application of heat has a tendency to change natural flavor and color as well as reduce the amount of certain vitamins.[64]

Selling Institutional Meats

Recently, meat packers and frozen food distributors have been discussing who will distribute frozen meats. The writer is of the opinion that frozen food distributors should distribute both the retail and institutional meats.

Mr. D. B. Love, Armour and Company, made the following statement:

> The frozen food distributor is organized, sales-wise to carry out a complete merchandising job on frozen foods, and that could include a growing line of meats.[65]
>
> The potential of fresh meat is the greatest single unsaturated market in the whole food industry today, according to Joseph Welch, Jr., Dewey and Almy Chemical Co., Cambridge, Massachusetts.[66]
>
> Mr. N. L. Chaplicke, Vice President in charge of meat operations, National Tea Company, Chicago, predicts that within five years 50 percent of meat will be marketed frozen. In 1955 fresh meat sales were estimated at 4 1/2 billion dollars - 50 percent of that figure would come to more than 2 billion dollars, which in turn is much more than the 1 1/2 billion dollars the frozen food industry does today.[67]

---

64. Harvey Osborn and Editors of Quick Frozen Foods, "To Help Distributors Increase Their Sales of Quick Frozen Fruits and Vegetables", Reprinted from Quick Frozen Foods Magazine.

65. D. B. Love, "Food Retailers Regard Frozen Meats as Volume Increasing Potential", Quick Frozen Foods, (March, 1956), p. 160.

66. Quick Frozen Foods, (April, 1956), p. 171.

67. Quick Frozen Foods, (January, 1956), p. 117.

Well trimmed and ready-for-cooking, portion controlled meats reduce labor costs and waste, and through uniformity of size provide a basis for the institutional operator to price his menus more accurately and more intelligently than ever before.

In the near future, most institutions will be using portion controlled meats entirely. Institutional buyers are cost control minded.[68] The terms cost control and portion control are more or less synonymous because an operator cannot have one without the other. Cost control of meat poses a particularly critical problem because meat is the highest priced item served in an institution and cost is thrown out of balance very easily with a slight variation in the portion sizes. With some meats selling at prices above one dollar per pound, it is not difficult to see the importance of having <u>exact</u> portion control and not approximate portion control.

Distributors will have to train salesmen to do the same extensive educational job on frozen meats as they did to put over frozen fruits and vegetables.

The following list of selling points may be used by salesmen to sell portion controlled meats:

1. Provides a standard product each time they are ordered
2. Provides an accurate method for figuring portion control
3. Eliminates cutting and portioning cost in the kitchen

---

68. Interview between the writer and T. R. Bradley, Rath Packing Company, at Michigan State University, January 7, 1956.

4. Provides a tight inventory control

5. Provides for easy storing

6. Economical - eliminates kitchen over production and losses, because they can be cooked as needed

7. Assures equal portions for patrons

8. Makes menu planning easier

9. Juicy and full of flavor

10. Does not have to be thawed before cooking.

In selling frozen meats, the salesman should be able to demonstrate how to prepare the various meat items.

The following list of suggestions may be helpful in preparation:

1. Usually, breaded meats may be fried in deep fat, and unbreaded fried on the grill or baked.

2. Cube steaks should be grilled in their frozen state so as not to lose their shape.

3. Four-ounce veal cutlets require five minutes in deep fat.

4. Swiss steaks require very slow cooking; it makes no difference if they are frozen of thawed.

5. Boneless butterfly pork chops are very easy to handle in large quantities, should be browned in the griddle and finished in the oven, and there is no increase in time when they are frozen.[69]

---

69. "Bright Future is Anticipated for Portion Control Meats", Quick Frozen Foods, (May, 1956), Vol XVII, No. 10, p. 92.

6. Rib roast - the latest in portion control with a ten-pounder with no fat - should be thawed first, cooked 2 1/2 hours in a 325° F. oven.

7. A defatted boneless pork loin is very easy to slice and has very low shrinkage. It requires 2 1/2 hours at 340 degrees.

8. Frozen poultry takes only two minutes extra cooking time unthawed, 15 minutes in deep fat. Steam pressure added to deep fat fryer will cut the time in half.

Salesmen may use constant repetition of the selling points and constant demonstrations to impress the buyer.[70]

---

70. "Frozen Meats Cut Costs, Restaurants Told", Quick Frozen Foods, (June, 1956), Vol. XVIII, No. 10, p. 179.

CHAPTER VII

SUMMARY AND CONCLUSIONS

The writer has prepared this thesis to encourage frozen food distributors to train their salesmen. It is the hope of the writer that this thesis may also serve as a manual for training salesmen for Montgomery Frozen Foods, Inc., Montgomery, Alabama.

Why Train

Salesmen must be trained in order that they can pass on to all types of buyers, the value of the product, the use, and how the products will serve the customer from the standpoint of economy, quality and convenience. The usual benefits from training are increased sales, earlier selling maturity, lower turnover, more reorders, lower supervisory costs and a reduction in the number of lost orders during the initial period while the untrained man is trying to find out how to sell.

Principles Used

Frozen food distributors, regardless of the number of salesmen, should have a sales training program. The following principles may be used in building a sales training program:

1. The training should be directed by the sales manager or a competent trainer
2. Training should teach the salesmen to work effectively
3. Determine the objectives
4. Design training in terms of the average man
5. Teach tested methods
6. Define a full day's work
7. Select proper trainer
8. Audit the results
9. Make training a continuous process
10. Follow through with training.

Induction

The company may send a "welcome" letter to the man before he reports for work. Induction is the process of accepting the salesman into the company to make him feel he is a definite part of it. Induction should be handled with great care because the first days on a job are considered the most important during his employment life.

Determining Content

The sales manager should outline a comprehensive training program that will be understood and accepted by company executives and salesmen.

The program may include knowledge of the company, products, market, policies, forms and reports, and sales tools. The trainer must teach the salesman how to use the knowledge. The salesman should develop the proper attitude toward the company, his job, the customers and his fellow salesmen.

Salesmanship Training

Distributors have been neglecting salesmanship training in their training programs. Salesmanship techniques may be taught to salesmen so that both company and individual objectives will be attained. Salesmen need to be skillful in making sales presentations and demonstrations, in answering objections, employing closing techniques and following through.

Institutional Market

Frozen food distributors have unlimited potentialities for sale of frozen foods to the institutional market. However, if they are to fully exploit this untapped market, salesmen will have to be employed who can key frozen foods' selling points to the institution's operating problems. They should teach the selling techniques required for institutional selling.

BIBLIOGRAPHY

BOOKS

Hegarty, E. J., Building a Sales Training Plan. New York: McGraw-Hill Book Co., Inc., 1945.

Jucius, Michael J., Personnel Management. Homewood, Illinois, Richard D. Irwin, Inc., 1955.

Maynard, Harold H. and Herman C. Nolen, Sales Management, New York: The Ronald Press Co., 1950.

Osborne, David R., Salesmen for Tomorrow. New York: Harper and Brothers Publishers, 1945.

Phelps, D. M., Sales Management. Chicago: Richard D. Irwin, Inc., 1951.

Rochester Sales Executive Club. Essentials of Selling. New York: Prentice-Hall, Inc., 1946.

Roth, Charles B., Professional Salesmanship. New York: McGraw-Hill Book Co., Inc., 1949.

Russell, Frederic and Frank H. Beach, Textbook of Salesmanship. New York: McGraw-Hill Book Co., Inc., 1955.

Strand, Carl B., Salesmanship. New York: The Gregg Publishing Co., 1951.

Sutton, Kelso, The Technique of Selling, First Edition. New York: The Gregg Publishing Co., 1949.

Walters, R. G. and John W. Wingate, Fundamentals of Selling. Cincinnati: South Western Publishing Co., 1948.

Wheeler, Elmer, Tested Sentences that Sell. New York: Prentice Hall Book Co., Inc., 1938.

Whiting, Percy H., The Five Great Rules of Selling. New York: McGraw-Hill Book Co., Inc., 1947.

Wilson, John M., Open the Mind and Close the Sale. New York: McGraw-Hill Book Co., Inc., 1953.

Wilson, John M., Open the Mind and Close the Sale. New York: McGraw-Hill Book Co., Inc., 1953.

PERIODICALS

Anon., "Bright Future is Anticipated for Portion Control Meats", Quick Frozen Foods, (May, 1956), Vol. XVIII, No. 10, p. 92.

Anon., "FF Gain in Restaurant Expansion, But Off Quality Brakes Full-Speed Advance", Quick Frozen Foods, (February, 1956), Vol. XVIII, No. 7, p. 356.

Anon. "Frozen Meats Cut Costs, Restaurants Told", Quick Frozen Foods, (June, 1956), Vol. XVIII, No. 10, p. 179.

Anon., "Meat Packers Advised to go into Frozen as Greatest Unsaturated Market!", Quick Frozen Foods, (April, 1956), Vol XVIII, No. 9, p. 171.

Anon., "NAFFP Nutrition Report Opens New Markets for Frozen Foods", Quick Frozen Foods, (March, 1956), Vol. XVIII, No. 9, p. 55.

Anon., "30-50% Frozen Prepackaged Meat in 5 Years, American Meat Institute Panel Predicts", Quick Frozen Foods, (January, 1956), Vol. XVIII, No. 6, p. 117.

Brewster, Ray C., "More Psychology in Selling", Harvard Business Review, Vol. 31, No. 4, (August-July, 1953).

Frey, John M., "Missing Ingredient in Sales Training", Harvard Business Review, Vol. 33, No. 6, (November-December, 1955).

Huss, A. W., "We Must Know More in '54", Quick Frozen Foods, Vol. XVI, (March, 1954).

Jaeger, H. H., "It's a $17 Billion Market", Frozen Food Factbook, New York: National Frozen Food Distributors Association, 1955.

Love. D. B., "Food Retailers Regard Frozen Meats as Volume-Increasing Potential", Quick Frozen Foods, Vol. XVIII, No. 8, (March, 1956), p. 160.

Osborn, Harvey and Editors of Quick Frozen Foods, "To Help Distributors Increase Their Sales of Quick Frozen Fruits and Vegetables!" Reprinted from Quick Frozen Foods Magazine.

Ris, Albert I., "Are You Missing the Boat in the Institutional Market?" Frozen Food Factbook. New York: National Frozen Food Distributors Association, 1955, p. 31.

Wernette, Philip, "The Future of American Prosperity", Challenge, (November, 1955).

INTERVIEWS

Interview between the writer and T. R. Bradley, Rath Packing Company, Michigan State University, January, 1956.

Interview between the writer and James E. Edgar, Birds Eye Division, General Foods Corporation, Grand Rapids, Michigan, June, 1956.

Interview between the writer and Robert W. Grant, Jr., Grant Grocer Co., Saginaw, Michigan, June, 1956.

MISCELLANEOUS PUBLICATIONS

Anon., Retail Salesman's Induction Manual, Birds Eye-Snider.

Butler, Garden W., "New Directions in Sales Training", Evaluating Sales Training Needs and Methods, American Marketing Association, Marketing Series No. 88, New York.

Carnegie, Dale, The Little Red Book for Public Speaking, (handbook).

Weyand, L. F., "Salesman and Salesmen - Fitting the Recruit to the Job", Strengthening the Sales Organization, American Management Association, Marketing Series, No. 97.

Date Due

Jan 8 59			
~~FEB [illegible] 1961~~			
~~MAY [illegible] 1965~~	ROOM USE ONLY		