



EXAMINER'S REPORT

AUGUST 2005

PRACTICE OF SELLING

Question 1

This question required the student to highlight the differences of selling a service: influence of technology, the nature of services, trust, intangibility, inseparability, sales representatives as part of the service and the like. The better answers included intelligent and appropriate use of examples to illustrate the considerations.

Question 2

Students generally scored well on this question and were able to integrate the theory with the practice. A clear definition of what constitutes atmospherics and their role as a marketing communication tool was necessary. A description of the elements is also wise and suggestions for IKEA based on its product and customer profiles enhanced the good answers though many did not confine their use of examples to IKEA which is fine.

Question 3

This was a popular question but two flaws were evident in some of the answers: students did not recognize the existence of the three main types of sales promotion, namely consumer, trade and salesforce-directed; secondly some students did not deal adequately enough with the complementariness of these to the personal selling function as was specifically asked in the question.

Question 4

A surprisingly unpopular question, given that it is also addressed in the Principles of Selling syllabus in Year 1 of the Certificate in Selling. Some candidates showed how preparation impacted on each stage of the sales process whilst others used the content as laid out in the essential text by Jobber and Lancaster. Either approach was equally acceptable to the examiner.

Question 5

Most candidates tried to use Moncrief's article here and then added in likely sales management issues given the particular role adopted. Documented problems include motivation and remuneration, but increasingly there appears to be recruitment difficulties in this country and linguistic difficulties in operations that are based overseas.

Question 6

The students who opted for this question generally scored well. Intelligent use of the essential articles helped support their suggestions for integration, such as Anderson's analysis and Moncrief's work on telemarketing. TQM was mooted by some as a means of achieving the required customer focus and candidates drew organograms to illustrate their proposals for alternative structures. Dual mandate managers, job rotation, joint teamwork, training and shadowing, shared information databases and enlightened leadership are all possible steps towards integration of the two.

Question 7

This question required the candidates to reflect on the material encountered in one of the essential articles, rather than just show evidence of having read it. Maybe because of this very reason, it was an extremely unpopular question!

Question 8

Again this question required an application of the theory studied and most candidates did so admirably. The rationale for performance measures was well articulated and excellent suggestions were put forward which sensibly included a mix of both quantitative and qualitative approaches. Mentions were also made of the use of mystery shoppers to gather both qualitative data and outlet branding data. The relevance of measuring relationship-building competencies was also highlighted.