



## *Innovative Approach for Selling*

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**Abstract:** Globalization is quickly becoming a permanent state of today's business affairs. With these changes, organizations and individuals are faced with tremendous task of developing relationships and interacting with a culturally diverse customer base whose behaviors, attitudes, and values are embedded in their own cultural heritage. Salespeople that are either unwilling or unable to understand and recognize these challenges and adapt their selling behaviors accordingly to fit cross-cultural interactions will struggle to perform at a higher level in cross-cultural selling (Sebenius, 2002; Wade, 2004).

The American Marketing Association Faculty Consortium on Professional Selling and Sales Management conducted a study using approximately one hundred sales educators, researchers, and practitioners to identify key teaching areas in selling and sales management and identified cross-cultural selling and diversity in the sales force as one of the key teaching developments for the future (Marshall & Michaels, 2001). Regardless of the selling environment, cross-cultural selling has become increasingly important as the United States has witnessed a large increase in immigration in the last three decades (U.S. Census Bureau, 2008). First generation immigrant population U.S. society. In the U.S. increased from five percent in 1970 to thirteen percent in 2012 (Duncan & Trejo, 2015). Since 1980, approximately sixty percent of U.S. population growth has been attributed to new immigrants (Passel & Cohn, 2008). It is projected that new immigrants will account for more than eighty percent of population growth from 2005 to 2050, and almost twenty percent of the U.S. population will be first generation immigrants by mid-century (Passel & Cohn, 2008). This projection clearly exemplifies that immigrants are an integral part of the socio-economical build of the U.S. society.

**Keywords:** *Globalization, Diverse, Immigration, Exemplifies, Socio-economical.*

### I. INTRODUCTION

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relationships and interacting with a culturally diverse customer base whose behaviours, attitudes, and values are embedded in their own cultural heritage. Salespeople that are either unwilling or unable to understand and recognize these challenges and adapt their selling behaviors accordingly to fit cross-cultural interactions will struggle to perform at a higher level in cross-cultural selling (Sebenius, 2002; Wade, 2004). The American Marketing Association Faculty Consortium on Professional Selling and Sales Management conducted a study using approximately one hundred sales educators, researchers, and practitioners to identify key teaching areas in selling and sales management and identified cross-cultural selling and diversity in the sales force as one of the key teaching developments for the future (Marshall & Michaels, 2001).

Regardless of the selling environment, cross-cultural selling has become increasingly important as the United States has witnessed a large increase in immigration in the last three decades (U.S. Census Bureau, 2008). First generation immigrant population U.S. society. In the U.S. increased from five percent in 1970 to thirteen percent in 2012 (Duncan & Trejo, 2015). Since 1980, approximately sixty percent of U.S. population growth has been attributed to new immigrants (Passel & Cohn, 2008). It is projected that new immigrants will account for more than eighty percent of population growth from 2005 to 2050, and almost twenty percent of the U.S. population will be first generation immigrants by mid-century (Passel & Cohn, 2008). This projection clearly exemplifies that immigrants are an integral part of the socio-economical build of the U.S. society.

With a rapid increase in global immigration and many large multinational firms continuing to build global account management programs, it is of great importance that salespeople and sales managers have skills in managing transactions and relationships in a cross-cultural context. White, Abshire, and Huggins (2011) have suggested that hardiness (the capability to withstand difficult situations) and cultural distance (recognizing differences in cultural values and beliefs) have a direct effect on a sales manager's ability to adapt to a new cultural environment. Developing cross-cultural adaptability thus requires cultural intelligence to supplement traditionally taught adaptive selling skills as a necessary component of the cross-cultural selling success.

The objective and contribution of the method described in this manuscript is therefore to introduce a systematic active learning framework. The rapid increase in sales education over the past decade has been a direct result of the strong demand for qualified and trained sales students that are able to contribute to organizations (Cummins, Peltier, Erffmeyer, & Whalen, 2013; Fogel, Hoffmeister, Rocco, & Strunk, 2012). However, it is evident that there is a lack of sales pedagogy research that provides systematic frameworks and guidance for sales and marketing educators to utilize in a classroom setting, particularly in the development of active learning soft skills related to relationship management (Black & Wingfield, 2008; Cummins et al., 2013; Inks & Avila, 2008; McIntyre & Tanner, 2004; Wheeler, 2008). This is even more evident in the limited area of academic research that focuses on understanding why some salespeople are more effective than others in a cross-cultural selling context. Furthermore, literature in sales and marketing that provides pedagogical frameworks to actively build and apply cultural knowledge is even scarcer (Baker & Delpechitre).

## **II. THE INNOVATION: TEACHING CULTURAL INTELLIGENCE IN SELLING**

This section presents information on a) the skills that students should possess and the foundational knowledge they require to adapt to the proposed teaching method, b) time and resource commitments of the instructor, and c) what students should know after the teaching process.

### **Teaching Cultural Intelligence in Personal Selling**

When utilized within a holistic personal selling course pedagogy, this model of teaching cultural intelligence (CIQ) provides a structured platform to build cross-cultural awareness and abilities within the field selling context. First, it builds on individual awareness through the CIQ self-assessment, then proceeds to build foundational cognitive cultural knowledge and meta-cognitive cultural knowledge, and ultimately develops motivational and behavioral cultural skills that can be developed and enhanced after course completion.

To implement the proposed teaching method effectively and efficiently, it is beneficial for students to have fundamental knowledge of marketing principles and personal selling. Therefore, it is recommended that students complete an introduction to marketing and a personal selling course. It is assumed that an introductory marketing course should introduce students to the vocabulary, theories, and practices of the business functional area of marketing. The introduction to personal selling course should introduce students to the role of personal selling in the business process and different aspects of the sales task including how salespeople are able to accomplish these tasks effectively and efficiently. Students should also be exposed to active role-play presentations.

### **Time and Resource Commitments of the Instructor**

The process is highly adaptable to multiple levels of teaching and time formats including undergraduate, MBA, executive MBA, and even professional corporate training formats. Time and resource commitments from the instructor will be relative to the level and structure of the course. Full

implementation of the method requires multiple individual role-play simulations to implement a active and adaptive learning environment. However, in abbreviated course formats, conceptual and theoretical discussion combined with video and case study analysis will provide foundational cognitive CIQ, meta-cognitive CIQ, and motivational CIQ within the personal selling framework, but not course assessed behavioral CIQ.

### **How Students Will Be Transformed after the Teaching Process:**

Communicating effectively and relating to customers that are from a diverse cultural background are two of the greatest challenges salespeople encounter, mainly because cultural factors operate under conscious awareness and on an individual level and are difficult to identify and comprehend (Ricks, 2009; Kale and Barnes 1992). After completing the cultural training, sales students will be more aware of how to identify cultural norms, how to create a deeper level of cross-cultural awareness, how to develop abilities to reserve their own judgment of different cultures, and how to adapt behaviors to fit customers from different cultures. As a result, when interacting with prospective customers from diverse ethnic and cultural backgrounds, sales students will be more comfortable and capable of creating a stronger social bond between the buyer and seller (Berry, 1995). Students who are able to develop stronger bonds with prospective customers in a cross-cultural setting are able to understand and uncover customer needs better, overcome objections, and move through the sales process effectively.

This study defines cultural intelligence as a person's ability to function and effectively manage relationships in a culturally diverse setting (Earley, 2002; Earley & Ang, 2003; Earley & Mosakowski, 2004; Ng & Earley, 2006). In other words, a salesperson who is high in cultural intelligence has the ability to be effective in intercultural selling, as he/she is better able to adapt to the different cultural backgrounds from which customers are influenced. CIQ is a multi-dimensional form of interactional intelligence that can be learned and developed at the individual level (Earley & Ang, 2003). The effects of CIQ on individual judgments and organizational behavior are foundationally established in interactive intelligence theory (Sternberg, 1988). CIQ consists of four dimensions.

## **III. CONCLUSION**

Innovative approach should be there for best marketing strategy and now a day's market strategy attract new customers which is essential for all the business .

## **References**

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