

# DEPARTMENT OF COMMERCIAL INTERESTS

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A noted authority has said that success in advertising and selling depends on the following fundamentals:

1. You must have the interest of your customer at heart.
2. You must know everything possible about the article or articles which you are selling.
3. You must have faith in what you are selling and faith in the man or firm or organization for which you are working.
4. You must believe in yourself and in your ability to sell.
5. You must have the right method of presenting your article to the customer.

If these points are kept in mind and the salesman makes a study of them, with the intention of elaborating and increasing his knowledge of the principles involved in making sales, he must of necessity be a success.

For the purpose of a thorough consideration of selling and advertising as it applies to the retail drug store, let us consider the subject under three headings:

1. The store keeper or seller.
2. The goods to be sold.
3. The buyer.

In this article we will consider only the first of these, namely, the seller, leaving the discussion of the goods and the buyer for future consideration.

The pharmacist, because of the two-fold nature of his calling, must be a student of psychology. He must bear in mind that in any community there are groups of people with different types of mind, and each type of mind responds to different stimuli. These types fall into several classes and almost any customer can be placed in one of them. Perhaps it is easiest to explain what is meant by the various types of mind that are encountered among drug store customers by referring to the various types of students in our colleges.

All those who have been members of the pharmacy classes in any of our colleges will agree that the student body is quite representative of any body of human beings that may be gathered together anywhere. As many different types of mind are represented in the class room as may be found in any large gathering.

In the eyes of the teacher all of these students classify themselves into three groups.

First, there is the group which acquires knowledge by hearing a lecture or answers to questions propounded by the instructor. In fact, one of the chief arguments in favor of the lecture system of teaching is that a certain percentage of students acquire knowledge by hearing the subject discussed by an instructor.

Second, there are those who must see the things that are being talked about. In other words, they learn by watching a demonstration, or seeing the experiment described by the lecturer actually carried out. They cannot visualize a process from the words used in the description of the lecturer as can the first group. They must actually see the process in operation.

Third, we have the group that does not acquire knowledge quickly by either of the foregoing methods and must actually do things before an impression is

made upon the mind sufficient to retain the knowledge imparted. The student in this group can go into the laboratory and set up apparatus, conduct experiments and acquire an excellent knowledge of the subject by carrying out the actual operations involved, but he is absolutely lost when he must acquire this knowledge only by listening or seeing a demonstration.

Most of the members of these three groups learn in more than one way, but they learn best by one of the methods outlined, and it is for this reason that modern teaching includes all three methods.

Applying the above examples to the customers of a retail pharmacy, we have the group which can be convinced of the value of an article by a little explanation of its merit on the part of the seller.

Then there is a group which cannot be convinced without actually seeing the article and watching the salesman manipulate it, as it is to be used.

The third group is not satisfied with seeing the salesman handle the article and talk about it, but they must convince themselves by actually trying the thing out themselves and handling it to make sure that it will do the same thing in their hands that it has done in the hands of the salesman.

It is a difficult matter to size up a customer and determine to which class he belongs, therefor the skilful salesman combines all three methods in selling his customers. He talks, he demonstrates, and he permits the customer to demonstrate for himself.

Long acquaintance with customers, of course, will enable the salesman to decide in a moment how to convince his man of the value and necessity of the article which he is trying to dispose of. It is highly essential for pharmacists to know their customers, and it is also highly essential to have the interest of the customer at heart.

The pharmacist, perhaps, enjoys the confidence of his customer to a much greater extent than does the average merchant. He is expected to have a higher class of goods, because it is presumed that his superior knowledge enables him to buy goods of better quality.

This thought should be fostered by the pharmacist, not only in theory but in actual practice. His merchandise should always be of the better class and he should take the time to let his customer know the sources of various commodities because such information arouses interest, pride in possession and respect for the pharmacist.

The interests of every customer should be studied and kept in mind. Nothing pleases men or women more than to feel that "their druggist" knows just the kind of everything they want. When that point is reached, it takes exceedingly great pressure and unusual circumstances to spirit those customers away from "their" druggist. There should be no delay in cultivating such "customer interest" and "customer loyalty."

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