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EMOTIONAL INTELLIGENCE IN SALES

Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships [1].

Emotional intelligence has gained a great popularity and traction in marketing and leadership fields. 60% of global enterprises use the emotional intelligence tests in the initial screening process of managers, sales representatives and other personnel. Coca-Cola was one of the first companies to train their managers on emotional intelligence. The performance of managers who received EI training leaped to 15% versus other managers who did not receive the training and whose performance lagged by 15%. This means that the performance gap between the two groups was 30%.

Emotional intelligence is an important emotional ability that can affect how to serve customers in a selling situation. Emotional intelligence and customer service go hand-in-hand. A customer who experiences emotionally intelligent service is likely to become loyal to the company because their engagement with the brand has been heightened and enhanced by this personalized, human interaction. A customer would rather return to a company where they know they are valued as an individual than take their chances at a new company. Customers who have been “wowed” by emotionally intelligent customer service are likely to share this enthusiasm for the brand with others. This means positive mentions on social media and an influx of new customers who trust a personal recommendation more than typical marketing efforts. Customers who like their salesperson are twelve times more likely to continue to purchase.

Great salespeople are able to master their own emotions before, during and after the sale. They are experts at recognising what emotions the customer is displaying, what’s happening in the moment and responding appropriately and effectively to the challenges they are facing. They choose their behaviours instead of the situation choosing the emotions for them.

The most challenging aspect of dealing with customer emotions, whether they're positive or negative, is the fact that emotions are intangible, complex and difficult to perceive.

Positive emotions: surprise, happiness and gratitude. If the customer you're on a call or chat with seems happy, surprised or grateful, you can have a deeply impactful and relationship-enhancing conversation. Switching your business tone for a conversational and friendly one, showing them a bit of your personality and giving them room to share theirs can have a huge impact on customers, encourage repeat orders and drive recommendations.

Negative emotions: anger, frustration and disappointment. If you're paying attention, it's easy to identify if someone is angry, frustrated or disappointed. More often than not, customers will explicitly share negative emotions with you. When dealing with such emotions, it's critical for you to be open minded, patient and empathetic. Understand where they're coming from and what you can do to resolve that situation.

Emotional intelligence is a set of soft skills that can be taught and developed to improve the sales team's performance.

The Four Skills of Emotional Intelligence which salespeople should possess [2]:

- *Self-awareness* is the ability to stay aware of your emotions in the moment and understand your tendencies across situations.
- *Self-management* is your ability to use your awareness of your emotions to stay flexible and direct your behavior positively.
- *Social awareness* is your ability to accurately pick up on emotions in other people and understand what is really going on with them.
- *Relationship management* is your ability to use your awareness of your own and others' emotions to manage interactions successfully.

Traditionally, hard and, at times, aggressive selling was considered the preferred way for salespeople to behave. But with time, just like so many other things, this sales style has become if not entirely obsolete, then definitely incomplete and less effective.

Today, soft skills – one of which is the ability to manage your own and respond to other peoples' emotions – are more important in sales than hard skills – like overselling the product, assertiveness, reliance on facts and numbers, quick movement down the sales funnel. The ability to control your own feelings, listen to other peoples' concerns, appreciate their emotions, be empathetic and honest, and allow people to make rational (not rushed) choices – are invaluable characteristics of a modern, successful salesperson.

High-EQ sales reps are able to healthily enjoy their own work, stay at the workplace longer, and sell more products or services to the people that really need them, thus stimulating customer loyalty and promoting the human values of the brand they represent.

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MOTIVES FOR CHOOSING A PROFESSION IN HIGH SCHOOL AGE

At the present stage of development of society, the choice of a future profession is one of the most important stages of the process of professional self-determination. The main component of making a decision about choosing a profession is the motivational basis. The problem of professional motivation is currently gaining special importance, since the attitude to the future profession and correct and effective motivation are extremely important factors that determine the success of its choice and the formation of a person as a full-fledged member of modern society.

The problem of motivation is one of the most acute in high school age, since it is always considered as a starting point in the professional development of a person. As they grow older, with the gradual complication of the motivational sphere, the interests of adolescents begin to acquire greater depth and stability, and some of them take on the character of a persistent hobby [3]. At the same time, as Heckhausen wrote: “there is hardly another such vast field of psychological research that could be approached from such different angles as the psychology of motivation” [1].

The purpose of the research is to study the peculiarities of motives for choosing a profession by high school students. The object of the study is the motives for choosing a profession, and the subject, respectively, are the features of the motives for choosing a profession in high school age.

Two methods were used in the course of the study: “Motives for choosing a profession” by S. Grinshpun, “Motives for choosing a profession” by R. V. Ovcharova [2].

The study of the motives for choosing a profession was conducted on the basis of Gymnasium No. 20 of Minsk. It was attended by students of grades 9-11 in the number of 44 people.

The analysis of the results of the study of the motives for choosing a profession according to the methodology of R.V. Ovcharova is given in the table.