

Effective Sales Management: What Do Sales People Think?

Daniel J. Goebel
Illinois State University

Dawn R. Deeter-Schmelz
Kansas State University

Karen Norman Kennedy
University of Alabama at Birmingham

By understanding effective sales management from the perspective of sales people, this study adds a new dimension to our view of sales managers. Drawing from the sales literature, this research tests relationships between key variables identified as contributing to sales manager effectiveness from previous sales research. Listening skills, open communication, and effective feedback are positioned as antecedents to self-efficacy while customer relationship development, representative job performance, and satisfaction with one's sales manager represent the outcome variables. Results support the importance of listening skills and assert that self-efficacy plays a key role in each of the outcome variables.

INTRODUCTION

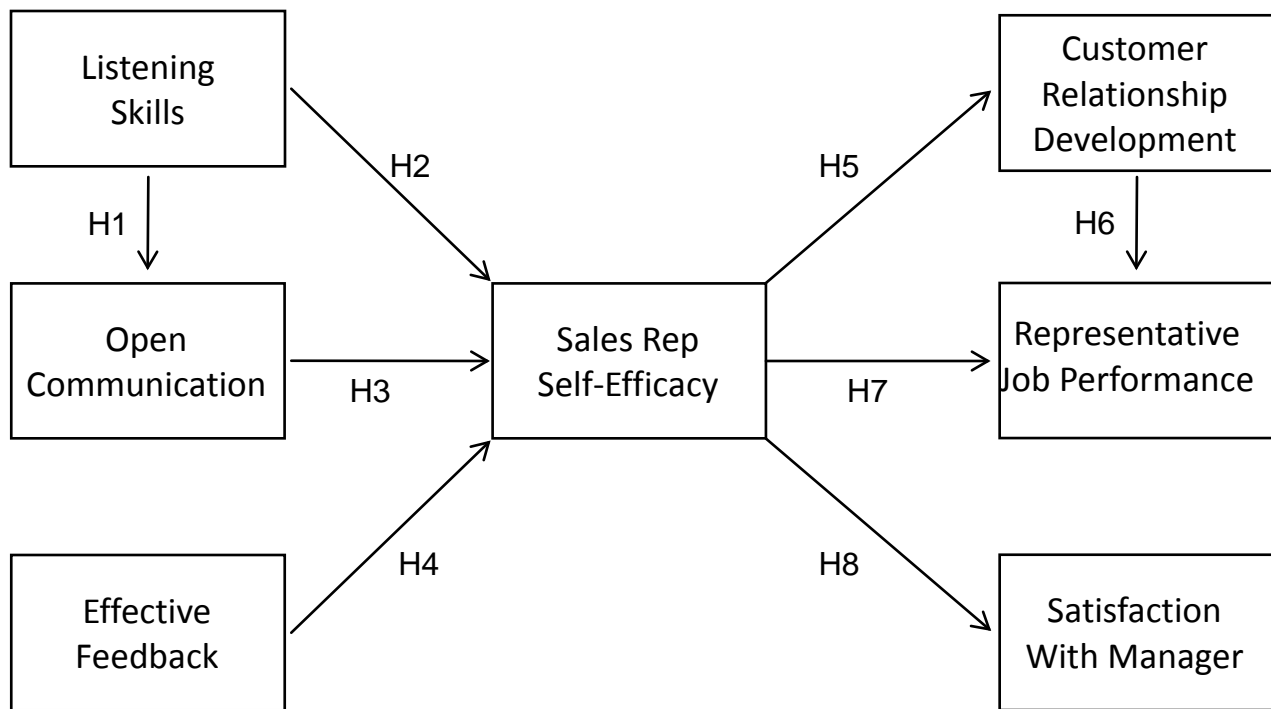
Recent research in the sales literature has begun to investigate the traits and performance characteristics of effective sales managers (i.e., Deeter-Schmelz, Goebel and Kennedy, 2008; Deeter-Schmelz, Kennedy, and Goebel, 2002). Those efforts have attempted to fill a gap in the sales literature related to sales manager effectiveness that is not fully explored by previous research on sales manager job satisfaction (e.g., Katak, Futrell, and Sager, 1992) and the sales manager/salesperson relationship (e.g., Brashear et al., 2003; Castleberry and Tanner, 1986; Dubinsky, 1999; Martin and Bush, 2006). Efforts undertaken to research sales manager effectiveness by Deeter-Schmelz et al., (2002, 2008) have utilized a research methodology, value-laddering, that can be described as more qualitative in nature and not appropriate for making statistical inferences. The results of those studies were expressed in the development of hierarchical value maps. Such maps were developed from in-depth interviews conducted with “sales professionals” (Deeter-Schmelz, Goebel, and Kennedy, 2002) or sales managers and sales people separately (Deeter-Schmelz, Kennedy, and Goebel, 2008) and they provide a foundation for model development to continue exploring relationships among the behaviors and characteristics leading to sales manager effectiveness. Importantly, understanding the salient factors leading to sales manager effectiveness is important because of the vast influence sales managers have on virtually all aspects of the salesperson's job responsibilities and her/his job outcomes (cf. Brashear et al., 2003; Castleberry and Tanner, 1986; Dubinsky, 1999; Evans et al., 2002; Guest and Meric, 1989; Sager, Yi, and Futrell, 1998).

The purpose of the current study is to expand this nascent research base by investigating a key set of constructs and relationships that have been linked to sales manager effectiveness. Specifically, drawing from the hierarchical value map derived from salesperson responses in Deeter-Schmelz, Kennedy, and Goebel (2008) this study tests the relationships between salesperson – sales manager communication and important salesperson outcomes. This paper proceeds as follows. First, a preliminary model containing the communication variables and relationships identified by sales people as important to sales manager effectiveness is presented; hypotheses for the relationships are also provided. Second, the methodology for testing the model and hypotheses is explained and results are given. Finally, study implications are explored along with limitations and opportunities for future research.

MODEL AND HYPOTHESES DEVELOPMENT

A preliminary model of sales manager effectiveness limited to the communication variables expressed in Deeter-Schmelz, Kennedy, and Goebel (2008) is provided in Figure 1. Salespeople identified three primary communication elements that constitute sales manager effectiveness; those being communication and listening skills, open communication, and effective feedback. Consequently, those three variables comprise the antecedents of the model. Important resultant outcomes of these communication skills include representative job performance, customer relationship development, and satisfaction with the sales manager. In addition, self-efficacy is included in the model as an outcome of a sales manager being an effective listener, communicating openly, and providing effective feedback. Self-efficacy has been shown to positively influence salesperson performance in a number of different studies (cf. Brown, Cron, and Slocum, 1998; Krishnan, Netemeyer, and Boles, 2002; Stajkovic and Luthans, 1998). Specific hypotheses shown in the model are developed next.

FIGURE 1
A PRELIMINARY MODEL OF SALES MANAGER EFFECTIVENESS



Antecedent Hypotheses

Listening is a multi-dimensional construct consisting of three distinct components sensing, evaluating, and responding (Steil, Barker, and Watson, 1983). The sensing component of listening is defined as receiving stimuli from multiple sources, verbal or nonverbal, and attending to a particular message while evaluating involves the implementation of cognitive processes allowing a sales manager to assign meaning to a message and determine its importance (Ramsey and Sohi, 1997). Finally, per Ramsey and Sohi (1997) responding is the behavioral component of listening that is necessary for additional communication to take place.

Clearly, listening is a key component to effective communications. One cannot have a meaningful conversation, or relationship for that matter, without actively listening to what the other party to the conversation is actually saying in words, body language, tone of voice, gestures, etc. Sales managers cannot effectively lead their representatives without having the ability to sense the message received from them, to evaluate that message in the proper context, and to then respond in an appropriate manner. With open communication being defined as the extent to which representatives can communicate openly with the sales manager and find her/him supportive (Deeter-Schmelz, Goebel, and Kennedy, 2008), it is evident that a sales manager's listening skills will lead to enhanced open communications with sales representatives.

As an important construct in professional selling, sales representative self-efficacy is defined as one's confidence in her/his ability to perform well in a specific task domain (Bandura, 1997). Extant research has investigated very few antecedents to salesperson self-efficacy (Krishnan, Netemeyer, and Boles, 2002). However, one study conducted by Jaramillo and Mulki (2008) found that supportive leadership, defined as behaviors directed toward the satisfaction of subordinates' needs and preferences such that concern is displayed for subordinates' welfare while a friendly and psychologically-supportive work environment is created, positively influenced a salesperson's self-efficacy. When sales managers listen to their sales representatives and engage in open communications with them the managers are encouraging the development of a friendly and psychologically-supportive work environment. Enhanced communications and listening from a manager allows employees to feel more comfortable in their work roles and to be more productive overall (Deeter-Schmelz, Goebel, and Kennedy, 2008; Jaramillo and Mulki, 2008). In addition, social cognitive theory suggests that self-efficacy is a personal trait that can be altered through persuasive suggestion (Gist and Mitchell, 1992). Consequently, when a salesperson receives effective feedback, which is the extent to which an employee receives information about how well he/she is performing from a manager (Sims, Szilagyi, and Keller, 1976), feelings of competence and confidence in one's ability to perform job responsibilities will increase.

Stated more formally, the antecedent hypotheses are as follows:

H1: Sales manager listening skills are positively associated with open communication.

H2: Sales manager listening skills are positively associated with sales representative self-efficacy.

H3: Sales manager open communication is positively associated with sales representative self-efficacy.

H4: Effective feedback from the sales manager is positively associated with sales representative self-efficacy.

Outcome Hypotheses

Research consistently has demonstrated a relationship between self-efficacy and various aspects of performance. Barling and Beatlie (1983), for example, discovered a link between self-efficacy and insurance sales performance. Wood, Bandura and Bailey (1990) uncovered a similar relationship with managerial performance. In a meta-analysis of 114 studies, Stajkovic and Luthans (1998) found a strong correlation between self-efficacy and work-related performance.

Previous research has identified two outcome variables associated with sales manager effectiveness: customer relationship development and sales representative job performance (Deeter-Schmelz, Goebel

and Kennedy, 2008; Deeter-Schmelz, Kennedy and Goebel, 2002). Customer relationship development refers to the ability of the representative to develop and maintain relationships with clients, whereas sales representative job performance reflects the ability of the representative to be productive and contribute to firm success (Deeter-Schmelz, Goebel and Kennedy, 2008). Each of these elements could be considered a component of work-related performance; thus, we would expect a salesperson's feelings of competence and confidence in his or her ability to perform to be associated positively with customer relationship development and salesperson job performance. Moreover, given that the ability to develop and maintain customer relationships should result in greater sales productivity, we would expect a positive relationship between customer relationship development and sales representative job performance. Indeed, this assertion has been supported in earlier research (Deeter-Schmelz, Goebel and Kennedy, 2008).

Few studies have examined the construct satisfaction with sales manager, and no study has explored a relationship between this variable and self-efficacy. Several studies have, however, found a link between self-efficacy and job satisfaction. Using a career decision theory perspective, Perdue, Reardon and Peterson (2007) identified a positive relationship between self-efficacy and work task satisfaction. Liu, Song and Want (2011) found that self-efficacy served to moderate the relationship between role conflict and job satisfaction. In a study of remote workers in virtual organizations, Staples, Hulland and Higgins (1999) argued that self-efficacy is critical to improving both work effectiveness and job satisfaction. Given that one's manager is a critical component of a salesperson's job satisfaction (Futrell, 1979; Lagace, Goolsby and Gassenheimer, 1993), it seems that self-efficacy would influence satisfaction with sales manager positively.

Based on the previous discussion, the outcome hypotheses are as follows:

H5: Sales representative self-efficacy is positively associated with customer relationship development.

H6: Customer relationship development is positively associated with representative job performance.

H7: Sales representative self-efficacy is positively associated with sales representative job performance.

H8: Sales representative self-efficacy is positively associated with satisfaction with manager.

METHODOLOGY

Sample

Sales people attending sales training programs offered throughout the United States by a national consulting firm are the source of the data for this study. As part of participating in the training program, sales people were offered the opportunity to complete the questionnaire that included items related to sales manager effectiveness. The questionnaires were administered by the program instructor and forwarded to a member of the author team for inclusion in the data set. As an incentive for completing the questionnaire, respondents were given the opportunity to receive a copy of the study's results. In total, 99 questionnaires were returned by the training program instructor. However, three surveys contained incomplete data and were eliminated from the analysis leaving a final data set containing 96 observations. With 100 percent participation by sales people attending the training programs, there are no nonrespondents.

Respondents to the questionnaire were predominantly male (67%), held a four-year degree or above (72%), and possessed a mean of fourteen years of sales experience. Study participants reported working a mean of 49 hours per week and that the mean percentage of their salary paid to them as a base salary was 47% versus 53% paid as a bonus or commission. Finally, respondents reported the organization for which they worked as having sales of \$25 million or less (48.2%), between \$26 million and \$100 million (42.4%), and over \$100 million (9.4%).

Measures

The scales utilized for this study were taken from extant literature with minor modifications to fit the current study's context or were developed specifically for this study. Items for all scales were measured on one to seven Likert-type scales and all but two of the scales used anchors of *Strongly Disagree* to *Strongly Agree*. Those measures taken from extant literature include the listening scale, which is a 13-item scale measuring the sensing, evaluating, and responding dimensions of listening as developed by Ramsey and Sohi (1997). Effective feedback also was developed previously (Sims, Szilagyi, and Keller, 1976). This is a three-item scale that uses anchors of *A Minimum Amount* to *A Maximum Amount*. Salesperson self-efficacy was developed originally by Chowdhury (1993). However, we use a six-item version of the scale as adapted by Sujan, Weitz, and Kumar (1994). Representative job performance is a 5-item scale with anchors of *Below My Peers* and *Above My Peers*. This scale was developed by Behrman and Perrault (1982) with additional items added by Sujan, Weitz, and Kumar (1994).

Scales used to measure the constructs of open communication and customer relationship development originate with this study. These scales were developed using the procedure outlined by Churchill (1979) and resulted in a five-item scale for open communication and a two-item scale for customer relationship development. Finally, the scale measuring satisfaction with the manager is a seven-item, blended scale with three items borrowed from Hackman and Oldham (1974, 1975) and the other four items being developed specifically for this study. Table 1 presents each scale's descriptive statistics and the correlation matrix. Please see the appendix for a listing of all measures.

TABLE 1
CORRELATION MATRIX

Variable	Mean	S.D.	1	2	3	4	5	6	7
1. Listening Skills	57.74	12.29	.94						
2. Open Communication	27.06	8.26	.81 ^a	.97					
3. Effective Feedback	16.08	3.98	.71 ^a	.58 ^a	.94				
4. Sales Rep. Self-Efficacy	22.16	3.45	.48 ^a	.40 ^a	.36 ^a	.83			
5. Customer Rel. Development	12.74	1.50	.33 ^b	.28 ^b	.27 ^b	.43 ^a	.83		
6. Rep. Job Performance	23.55	6.25	.29 ^b	.39 ^a	.42 ^a	.56 ^a	.16	.92	
7. Satisfaction with Manager	36.40	11.03	.87 ^a	.89 ^a	.63 ^a	.37 ^a	.25 ^b	.31 ^b	.98

^a Significant at $p < .001$

^b Significant at $p < .05$

Note: Numbers on the diagonal are reliabilities. Off-diagonal elements are Pearson correlation coefficients and S.D. refers to the measure's standard deviation.

Measure Reliability and Validity

All measures were subjected to principal components exploratory factor analysis using an oblique rotation, and then to confirmatory factor analysis. Following the recommended approach that scales be assessed using smaller confirmatory factor models (Bentler and Chou, 1987; Menon et al., 1999), measure analyses were based on groups of related constructs with model antecedents (open communication, listening, and effective feedback) being assessed separately from model outcomes (self-efficacy, representative job performance, customer relationship development, and satisfaction with manager). Of the forty-one items comprising the seven constructs, four were deemed problematic after the exploratory factor analysis because they either did not load on their *a priori* factor, exhibited a low factor loading ($< .50$), or had a high cross-loading ($> .30$) on a different factor. The four problematic items were confirmed when we tested the measurement models with confirmatory factor analysis. After removal of these items the confirmatory factor analyses for the antecedent measurement model was deemed adequate based on fit statistics of $\chi^2 = 281.45$ with 146 degrees of freedom ($p < .01$), goodness of fit index (GFI) = .77, non-

normed fit index (NNFI) and comparative fit index (CFI) of .97 and .98 respectively, and root mean square error of approximation (RMSEA) = .092. For the outcomes measurement model, the fit statistics are $\chi^2 = 263.84$ with 126 degrees of freedom ($p < .01$), GFI = .77, NNFI = .94, CFI of .95, and RMSEA = .010. Additionally, all item loadings on their respective constructs were statistically significant.

Subsequent to purifying the scales and testing the measurement model for adequate fit, reliability estimates were calculated using Cronbach's alpha. As presented in the diagonal elements of Table 1, each of the reliability estimates is greater than .70. To assess discriminant validity of the measures, we adopted the procedure recommended by Anderson and Gerbing (1988). This test involves conducting two-factor confirmatory factor analyses of pairs of constructs twice: once with the correlation between the two constructs constrained to unity and once with the parameter freely estimated. Chi-square difference tests are then conducted to determine if the unconstrained model has a significantly lower chi-square value than the constrained model. In cases where the unconstrained model has a significantly lower chi-square value, discriminant validity is upheld. In total, twenty-one pairwise tests were conducted and the chi-square differences were all significant, thus confirming discriminant validity.

Finally, the data were tested for common method bias using the procedure followed by Griffith and Lusch (2007). First, this procedure uses CFA to determine if a single method factor provides an alternative explanation of the analysis (Podsakoff *et al.* 2003). For this data, the fit of the one-factor model for antecedents was significantly worse than the antecedent measurement model (measurement model $\chi^2 = 262.17$, d.f. = 146 while the one factor model had $\chi^2 = 857.74$, d.f. = 152). The same also is true for the outcome constructs with the measurement model $\chi^2 = 249.92$, d.f. = 126 and the one factor model $\chi^2 = 1215.59$, d.f. = 135. The second step in the procedure is to employ the use of a marker variable, which is a variable not theoretically related to other variables in the study, to determine if that variable is in fact significantly related to other variables (Lindell and Whitney, 2001). Following these recommendations, we used the number of hours worked per week by the respondents as the marker variable and found that none of the model constructs were significantly related to that variable. Based on the results of these two tests, we conclude that common method bias is not a serious problem.

Results

Given the exploratory nature of this research, the model depicted in Figure 1 and the related hypotheses were tested with seemingly unrelated regression (SUR). SUR is an appropriate methodology when the proposed model has multiple outcomes that are directionally (either positively or negatively) but not causally related. This approach to model testing is similar to that followed by Menon *et al.* (1999) and Fu, Richards, and Jones (2009). In addition, when estimating sets of equations that are theoretically related, SUR provides the best linear unbiased estimates of the coefficients (Johnston, 1984; Zellner, 1962).

As with Menon *et al.* (1999), a canonical correlation analysis was conducted as an omnibus test to control for the potential that a Type I error may occur because of running five separate regression analyses (Dillon and Goldstein, 1984). The omnibus canonical correlation was significant (Wilks' lambda = .20, $F = 19.32$, $p < .0001$). Therefore, we concluded that it was appropriate to proceed with individual multiple regression analyses for each dependent variable. The standardized results of the SUR procedure testing the proposed model are shown in Table 2.

All individual regression analyses are highly significant and explain a relatively large portion of the variance (Table 1). In addition, the system-weighted R^2 of .45 is high and comparable in size to that found in other research using this procedure (Menon *et al.*, 1999).

As seen in the table, listening is significantly and positively related to open communication, thus confirming H1. In addition, the listening construct explains a relatively high level of the variance in open communication (adjusted $R^2 = .64$), which indicates that for sales people to have open communications with their sales manager, listening is a key component. Listening also is a significant predictor of the sales representative's self-efficacy, which confirms H2 and the importance that sales representatives place on their sales manager's listening skills for confidence in their ability to perform job tasks well. However,

contrary to expectations open communication does not significantly influence the salesperson's self-efficacy and neither does effective feedback, thus resulting in H3 and H4 not being supported.

TABLE 2
SUR RESULTS FOR A PRELIMINARY MODEL OF SALES MANAGER EFFECTIVENESS

Independent Variables	Dependent Variables				
	Open Comm.	Self-Efficacy	Customer Rlp Devel.	Rep Job Perf.	Satisfaction With Mgr.
Listening	.71 (.04)*	.57 (.05)*	nr	nr	nr
Open Communication	nr	.15 (.06)	nr	nr	nr
Effective Feedback	nr	.05 (.1)	nr	nr	nr
Sales Rep. Self-Efficacy	nr	nr	.50 (.04)*	.62 (.18)*	.69 (.25)*
Customer Rlp. Devel.	nr	nr	nr	-.11 (.44)	nr
F value (<i>p</i> level)	149.08 (.0001)	10.12 (.0001)	20.24 (.0001)	20.52 (.0001)	20.32 (.0001)
Adjusted R ²	.64	.25	.19	.32	.19
System weighted R ²			.45		

* Standardized betas significant at less than .01.

Note: Numbers in parentheses are standard errors.

nr – indicates that no relationship was hypothesized for these variables.

Of the relationships hypothesized among the outcome variables, only H6 is not supported; for this group of respondents it seems that developing customer relationships is not seen as a strong contributor to representative job performance. Clearly, a salesperson's perception of her/his ability to sell influences the representative's ability to effectively perform job tasks such as develop customer relationships (H5) and experience enhanced job performance (H7). Finally, sales representative self-efficacy is significantly and positively related to satisfaction with the sales manager, which confirms the notion that a representative's perception of ability to perform job tasks is directly related to satisfaction with the sales manager (H8).

In summary, of the three effective sales management antecedents tested in this study, only listening was found to significantly influence sales representative self-efficacy. On the other hand, self-efficacy influenced positively the three outcome variables of customer relationship development, representative job performance, and satisfaction with the manager.

STUDY IMPLICATIONS

The purpose of this study was to investigate a preliminary model of sales manager effectiveness from the perspective of the sales representative. Our findings highlight the role of listening skills in open communication with the sales manager and the salesperson's own self-efficacy. Self-efficacy, in turn, contributed to the sales representatives' job performance, development and maintenance of customer relationships, and satisfaction with his or her sales manager. These findings have important implications for managers and researchers.

The significance of listening skills has been underscored in previous research (e.g., Ramsey and Sohi, 1997). Our results suggest such skills can improve communications with the sales manager as well as the sales representative's confidence in his or her ability to perform well (i.e., self-efficacy). Further, listening skills affected key performance-related outcome variables indirectly. Practitioners seeking to improve the

performance of sales representatives and sales managers might therefore take steps to improve the listening skills of these sales professionals. Certainly such skills can be developed through the use of training and role plays.

The importance of self-efficacy should not be overlooked. Our findings reinforce previous research asserting a strong link between self-efficacy and performance variables (Stajkovic and Luthans, 1998). Likewise, self-efficacy was positively linked with satisfaction with manager. Given that satisfaction with manager is a key component of overall job satisfaction (Futrell, 1979), and a potential inverse relationship between job satisfaction and intention to leave (Veloutsou and Panigyrakis, 2004), organizations should seek out methods to improve sales representatives' self-efficacy.

Beyond listening skills, researchers should explore other antecedent variables as a means to provide guidance to sales organizations. We were surprised that our data did not support a relationship between (1) open communication and (2) effective feedback and sales representative self-efficacy. Future research should re-examine these links as a means to support or refute our findings. Other variables, such as coaching skills and interpersonal skills (Deeter-Schmelz, Goebel and Kennedy, 2008), might also be considered. Understanding sales people's perspectives of sales managers is also helpful for an organization in developing more effective sales management. Factors that sales people view as important and relevant to their success need to be explored in more depth. Ultimately, our goal is to provide practitioners and researchers with actionable information that can result in a more effective sales force and improved sales manager effectiveness.

As with all research, we must acknowledge limitations of this study. Our sampling, while national in scope, may be limited by the nature of the firms who have sent their sales people to off-site training. Since these sales professionals were involved in training, they might be more predisposed to the consideration of the variables we investigated in relationship to their job and their manager. Future research might broaden the methodologies used to understand the perspectives of both sales people and sales managers. Indeed, sales manager effectiveness is critical to sales force success. A broad range of methods and perspectives will be key to developing a robust understanding. This research is but one step.

Authors' Note: The authors' names are listed in random order to reflect equal contribution to this research. The authors would like to thank Tom Cooke, *Learning Outsource Group*, for his assistance with this research.

REFERENCES

Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*, New York: Freeman.

Brashear, T.G., Boles, J.S., Bellenger, D.N. & Brooks, C.M. (2003). An Empirical Test of Trust-Building Processes and Outcomes in Sales Manager—Salesperson Relationships. *Journal of the Academy of Marketing Science*, 31, 2, 189-200.

Behrman, D.N. & Perrault, W.D. (1982). Measuring the Performance of Industrial Salespersons. *Journal of Business Research*, 10, September, 355-370.

Brown, S.P., Cron, W.L. & Slocum, J.W. Jr. (1998). Effects of Trait Competitiveness and Perceived Intraorganizational Competition on Salesperson Goal Setting and Performance. *Journal of Marketing*, 62, October, 88-98.

Castleberry, S. & Tanner, J.F. Jr. (1986). The Manager-Salesperson Relationship: An Exploratory Examination of the Vertical Dyad Image Model. *Journal of Personal Selling and Sales Management*, 6, November, 29-37.

- Chowdhury, J. (1993). The Motivational Impact of Sales Quotas on Effort. *Journal of Marketing Research*, 30, 1, p28-41.
- Churchill, G.A. Jr. (1979). A Paradigm for Developing Better Measures of Marketing Constructs. *Journal of Marketing Research*, 16, February, 64-73.
- Deeter-Schmelz, D.R, Kennedy, K.N. & Goebel, D.J. (2002). Understanding Sales Manager Effectiveness: Linking Attributes to Sales Force Values. *Industrial Marketing Management*, 31, 7, 617-26.
- _____, Goebel, D.J. & Kennedy, K.N. (2008). What are the Characteristics of an Effective Sales Manager? An Exploratory Study Comparing Salesperson and Sales Manager Perspectives. *Journal of Personal Selling and Sales Management*, 28, 1, 7-20.
- Dillon, W.R. & Goldstein, M.G. (1984). *Multivariate Analysis*, New York: John Wiley & Sons, Inc.
- Dubinsky, A.J. (1999). Salesperson Failure: Sales Management is the Key. *Industrial Marketing Management*, 28, 1, 7-17.
- Evans, K.R., Schlacter, J.L., Schultz, R.J., Gremler, D.D., Pass, M. & Wolfe, W.G. (2002). Salesperson and Sales Manager Perceptions of Salesperson Job Characteristics and Job Outcomes: A Perceptual Congruence Approach. *Journal of Marketing Theory and Practice*, 10, 4, 30-44.
- Fu, F.Q., Richards, K.A. & Jones, E. (2009). The Motivation Hub: Effects of Goal Setting and Self-Efficacy On Effort and New Product Sales. *Journal of Personal Selling and Sales Management*, 29, 3, 277-292.
- Futrell, C.M. (1979). Measurement of Salespeople's job Satisfaction: Convergent and Discriminant Validity of Corresponding INDSALES and Job Descriptive Index Scales. *Journal of Marketing Research*, 16, November, 594-597.
- Guest, D.B. & Meric, H.J. (1989). The Fortune 500 Companies' Selection Criteria for Promotion to First Level Sales Management: An Empirical Study. *Journal of Personal Selling and Sales Management*, 9, 4, 47-52.
- Gist, M.E. & Mitchell, T.R. (1992). Self-Efficacy: A Theoretical Analysis of Its Determinants and Malleability. *Academy of Management Review*, 17, 2, 183-211.
- Hackman, J.R. & Oldham, G.R. (1974). The Job Diagnostic Survey: An Instrument For the Diagnosis of Jobs and the Evaluation of Job Redesign Projects. *JSAS Catalog of Selected Documents in Psychology*, 4, 148.
- _____ & _____ (1975). Development of the Job Diagnostic Survey. *Journal of Applied Psychology*, 60, 2, 159-170.
- Johnston, J. (1984). *Econometric Methods*, 3rd ed., New York: McGraw-Hill.
- Krishnan, B.C., Netemeyer, R.G. & Boles, J.S. (2002). Self-Efficacy, Competitiveness, and Effort as Antecedents of Sales Person Performance. *Journal of Personal Selling & Sales Management*, 22, 4, 285-295.

- Lagace, R.R., Goolsby, J.R. & Gassenheimer, J.B. (1993). Scaling and Measurement: A Quasi-Replicative Assessment of a Revised Version of INDSALES. *Journal of Personal Selling & Sales Management*, 13, 1, 65-72.
- Liu, H., Song, G. & Wang D. (2011). The Influence of Self-Efficacy on Flight Dispatchers' Stressor-Strain Relationships. *Social Behavior and Personality*, 39, 6, 839-850.
- Martin, C.A. & Bush, A.J. (2006). Psychological Climate, Empowerment, Leadership Style, and Customer-Oriented Selling: An Analysis of the Sales Manager-Salesperson Dyad. *Journal of the Academy of Marketing Science*, 34, 3, 419-438.
- Menon, A., Bharadwaj, S.G., Adidam, P.T. & Edison, S.W. (1999). Antecedents and Consequences of Marketing Strategy Making: A Model and A Test. *Journal of Marketing*, 63, April, 18-40.
- Perdue, S.V., Reardon, R.C. & Peterson, G.W. (2007). Person-Environment Congruence, Self-Efficacy, and Environmental Identity in Relation to Job Satisfaction: A Career Decision Theory Perspective. *Journal of Employment Counseling*, 44, March, 29-39.
- Ramsey, R.P. & Sohi, R.S. (1997). Listening to Your Customers: The Impact of Perceived Salesperson Listening Behavior on Relationship Outcomes. *Journal of the Academy of Marketing Science*, 25, 2, 127-137.
- Sager, J.K., Yi, J. & Futrell, C.M. (1998). A Model Depicting Salespeople's Perceptions. *Journal of Personal Selling and Sales Management*, 18, Summer, 1-22.
- Sims Jr., H.P., Szilagyi, A.D. & Keller, R.T. (1976). The Measurement of Job Characteristics. *Academy of Management Journal*, 19, 2, 195-212.
- Stajkovic, A.D. & Luthans, F. (1998). Self-Efficacy and Work-Related Performance: A Meta-Analysis. *Psychological Bulletin*, 124, 2, 240-261.
- Staples, D.S., Hulland, J.S. & Higgins, C.A. (1999). A Self-Efficacy Theory Explanation for the Management of Remote Workers in Virtual Organizations. *Organization Science*, 10, November-December, 758-776.
- Steil, L.K., Barker, L.L. & Watson, K.W. (1983). *Effective Listening: Key to Your Success*, New York: McGraw-Hill.
- Sujan, H., Weitz, B.A. & Kumar, N. (1994). Learning Orientation, Working Smart, and Effective Selling. *Journal of Marketing*, 58, 3, 39-52.
- Veloutsou, C.A. & Panigyrakis, G.G. (2004). Consumer Brand Managers' Job Stress, Job Satisfaction, Perceived Performance, and Intention to Leave. *Journal of Marketing Management*, 20, 1/2, 105-131.
- Wood, R., Bandura, A. & Bailey, T. (1990). Mechanisms Governing Organizational Performance in Complex Decision-Making Environments. *Organizational Behavior and Human Decision Processes*, 46, 2, 181-201.
- Zellner, A. (1962). An Efficient Method of Estimating Seemingly Unrelated Regressions and Tests for Aggregation Bias. *Journal of the American Statistical Association*, 57, 298, 348-368.

APPENDIX – ITEMS MEASURED

Listening:

When having conversations with me, my sales manager...

- ...focuses only on me
- ...keeps firm eye contact
- ...uses nonverbal gestures that suggest he or she was listening to me
- ...seems bored (reverse scored)¹
- ...asks for more details
- ...paraphrases my questions
- ...doesn't interrupt me
- ...changes subjects too frequently (reverse scored)¹
- ...tries hard to understand what I was saying
- ...uses full sentences instead of saying yes or no
- ...offers relevant information to the questions I asked
- ...shows eagerness in his or her responses
- ...answers at appropriate times.

Open Communication

I feel comfortable discussing with my sales manager any problems I might be having

I can talk openly and freely with my sales manager

I feel comfortable going to my sales manager for advice

My sales manager encourages open communication with me

I know I can discuss problems with my sales manager and s/he will be supportive

Effective Feedback

Please indicate the extent to which you...

- ...receive feedback from your sales manager on how well you're doing
- ...have opportunities to find out how well you are doing on your job
- ...know whether you are performing your job well or poorly

Self-Efficacy

I am good at selling

I know the right thing to do in selling situations

I find it difficult to convince a customer that has a different viewpoint than mine (reverse scored)¹

My temperament is not well-suited for selling (reverse scored)¹

I am good at finding out what customers want

It is easy for me to get customers to see my point of view

Customer Relationship Development

I am willing to spend time with a customer to develop a long-term relationship

I am able to develop strong, lasting relationships with my customers

Representative Job Performance

Compared to other salespeople in your organization/division, your performance on...

- ...Selling high profit-margin products
- ...Generating a high level of dollar sales
- ...Quickly generating sales of new company products
- ...Exceeding sales targets
- ...Assisting your sales manager meet his or her goals

Satisfaction with Manager

I am satisfied with the degree of respect and fair treatment I receive from my sales manager

I am satisfied with the amount of support and guidance I receive from my sales manager

I am very satisfied with the overall quality of supervision I receive from my sales manager

I think highly of my sales manager

The members of our sales force respect our sales manager

My sales manager receives the admiration of many people in my company

Our customers respect my sales manager

¹ Indicates an item that was eliminated during the scale purification process.