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**ADDIS ABABA UNIVERSITY  
SCHOOL OF BUSINESS AND ECONOMICS  
SCHOOL OF COMMERCE DEPARTMENT OF MARKETING  
MANAGEMENT**

**THESIS TITLE:-THE EFFECT OF SALES TRAINING PRACTICE ON SALES  
PERFORMANCE: THE CASE OF YES BRAND FOOD AND  
BEVERAGE PLC**

**A PARTIAL FULLFILMENT OF THE REQUIRNMENT OF MASTER  
DEGREE IN MARKETING MANAGEMENT**

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**June, 2018**



## **Statement of Declaration**

I, **Tesfaye Sahle** hereby declare that the thesis “The effects of sales training practice on sales performance: The Case of Yes Food and Beverage Plc” submitted by me for the award of Master Degree in Marketing Management is my original work and it has not been presented for the award of any other Degree, Diploma, Fellowship or any other similar titles of any other university or institutions.

Signature\_\_\_\_\_

Name: Tesfaye Sahle

Date: June, 2018

## Certification

This is to certify that **Tesfaye Sahle** has done a study on the topic “**The effects of sales training practice on sales performance: The Case of Yes Food and Beverage Plc**” This study is of his original work and all the sources of materials used for the research project paper had been duly acknowledged.

Advisor’s Name: Mesfin W (PhD)

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Place: Addis Ababa University

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## **List of Abbreviations and Acronyms**

SP: sales force performance

PLC: private limited company

CSA: Central Statistical Agency

B2B: business to business

HR: human resource

## **Abstract**

*The study assessed the effect of sales training on sales performance of Yes brand food and beverage plc. To achieve, the overall objective, the study specifically focused to addressing major steps of sales training and its effect on sales performance, accordingly, the study assess the organization need assessment, organizational strategies and support of materials and inputs, delivery techniques of training, sales management support and monitoring practice as well as measured sales performance. To address the area relevant data were collected both from sales forces of the organization using structured questionnaire and organizational document. Accordingly, the study consider only employee respondents worked in sales and organizational management. Based on this the study were analyzed the collected data using descriptive and explanatory data analysis method. Accordingly, the major finding of the study implied that, the organization need assessment practice were negatively affect sales performance, this is because need assessment were not assess competitors strategies as well as customers need, there were also a organizational support challenges that affect sales training practice of the organization, the other challenges that affect sales training effeteness was lack of managerial support and constrictive feedback of performance evaluation. Generally, the study concludes that, the organization didn't strictly implement training steps such as, in appropriate need assessment practice, lack of organization support, lack of effective monitoring and evaluation system and this situation affect the delivered training effectiveness of sales forces. Based on this the study were recommend some of major points such as, organizations should look at the positive effects of training on employee performance, and consider employee development as a targeted investment in making the workers stronger. More importantly, development plans that include better strategies of how needs identified, budget and material impute allocation, delivery techniques of training, how sales supported and monitored after training on job and off job strategies and involves constrictive evaluation feedback.*

**Key Words:** Sales, Training, Performance,



# CHAPTER ONE

## 1. INTRODUCTION

### 1.1 Background of the Study

Every entity-person, organization need to adapt and develop because of ever challenging environment. To develop, training is required. Armstrong & Kotler (2012) articulates that sales force training is the effort an employer puts forth to provide sales people job related culture, skills, knowledge, and attitudes that should result in improved performance in the selling environment. Training entails the act of teaching, acquiring a skill or behavior. Training is considered as investment as it yield; increase in productivity, better moral, confidence on the job and efficiency in time and territory management, customer relationship sales performance, profitability and competitive advantage.

The recent tenor in the business environment has immensely changed the role of salespeople, as relationship building and consultative selling have become more significant in the current climate than the feature- advantage-benefit approach of the past Lassk, Ingram, Kraus & Di Mascio, (2012). With organizations increasingly operating in markets characterized by rapid changes, it is vital that salespeople's skills are kept up-to-date in order to survive the pressures of a dynamic business environment.

Sales and sales results can be considered the most important part of a modern business company's existence and without sales there can be no long-term future. Organization to sustain in this commutative and turbulent business environment, they, have to focused on their sales forces, knowledge advancements, technical capability, management's skill, through supporting on job and off job training and development program Cathrine, (2013). In today's competitive marketplace, personal selling is the key to success for many firms. This is why enhancing the salespeople performance is one of the most urgent tasks managers face Boles, (2000). However, the role of salespeople has in fact expanded beyond the generation of sales and more towards building relationships with customers. Consequently, salespeople should focus more on implementing a customer-oriented approach, which implies solving customers' problems, providing opportunities and adding value to the customer's business over an extended period of time (Saxe and Weitz, 1982; Flaherty, 1999).

Sales performance is the most desired end result of any sales unit, personal selling and sales Management is evaluated on. Sales people as the crusader and getter of sales performance are very strategic in sale performance drive since they have interface between the firm and customers. The training sales people are exposed to and their behaviors will affect customer which in turn impart on firm's survival and performance (Kuster and Canales, 2011).

The company can provide the appropriate training so that salespeople gain the aforementioned resources to become more customer-oriented. The most commonly used and traditional sales training methods are on-the job training, individual learning, in-house courses and external courses (Donaldson, 1998). Several authors argue that on-the-job training is the most advantageous one in terms of its contribution to sales people performance (Jackson and Hisrich, 1996; Ingramet, 1997), as it is able to introduce trainees to real-world experience. Giving them the opportunity to put into practice the knowledge and skills previously learned in classroom training (Donaldson, 1998). Moreover, this training method allows the salespeople to consider customer problems as their own and to become personally involved with the customers (Reynolds and Arnold, 2000).

Effectiveness of Sales training determined by several factors such as, organizational commitment in supporting the sales department through providing the necessary inputs, such as, material and financial support as well as creating conducive environment of organizational training. According to Quartey, 2012, An organization that focused on sales training and development, start from providing effective training plan. When planning a training visit with a sales representative, the manager should first establish clearly defined coaching objectives. That means the manager should first conduct a candid assessment of the sales representative's knowledge and sales skills to identify strengths, as well as areas that need development. Then a limited number of specific training objectives should be set in order to focus on the most impactful development areas. Next, the manager should determine the types and number of calls to make. And it is important that the sales manager stay focused on the training objective. For example, if a sales representative is having trouble identifying a customer's priorities; the sales manager should observe a sales call where the customer is still early in the buying process. On these types of calls, the sales representative should be asking the customer needs identification questions. Conversely, if the sales representative is having problems managing difficult

objections, the sales manager may want to observe sales calls where the customer is further along in the buying process.

Regarding the effectiveness of sales training, Dalrymple and Cron (1998) argue that salespeople need to be taught how the sales process works in order to be productive field sales representatives, thus driving to higher sales performance. Performance comprises behavior (the activities salespeople perform) and outcomes resulting from behavior; the former has been termed behavioral performance, whereas the latter is known as outcome performance (Cunha Morgado Brewster, 2003). In this study sales force performance (SP) will be assessed measured using six items determinant variables developed by this are, organizational support and commitment to provide train for sales, product based training, skill based training, on job monitoring and guidance, evaluation and feedback system of the management as well as performance of analysis force. Therefore, we reckon that, from a management perspective, it is more interesting to analyses sales training effects on sales outcome performance, due to its relationship to effectiveness, as opposed to behavioral performance.

Based on the above general concepts this study will focused to study the effect of sales training practice on sales performance in the case of Yes brand food and Beverage Plc. Now a day's number of spring waters are increasing from time to time in Ethiopia, there are several types of natural spring water, including yes brand food and beverage plc. Such as, Eden spring water, Aque Safe, Fiker, Ambassador, Abysnia are among the few. This high competitive market environment needs competent sales forces to sustain on the market. Even though number of packed water manufacturing company increase through time, still the companies are challenged through high competition of the day to day new comers brands, to win and sustain on the markets among other marketing principles and strategies having compliant and different sales forces is one of the major factor that determine performance of company. Accordingly, this study tried to investigate, the effect sales training on sales performance of Yes Brands Food and Beverage PLC.

Yes Brands Food and Beverage PLC is established in 2010 with its motto "Yes Natural mineral water For a Better Life" with a paid up capital of Birr 75,000,000 (Seventy five million Birr) today it reached to 400 million Birr Capital. It is engaged in industrially processed and bottled water in near future to carbonates bottles and other food processing and supply of its products to

local and export market. It is the leading company in Ethiopia in the sector. A successful implementation and operation of a project needs different categories of human resources, management staff and workers with sufficient skills & experiences. At this point of time, the project has 600 employee workers including sales department. The availability of sales staff and skilled labor is a critical factor for success of a project. A sales department of any firm should be equipped with the appropriate qualification & experience as well as supported with well-established market communication mix to improve sales performance of the company.

## **1.2 Statement of the problem**

Training as a process of developing the act of teaching, learning and sharing a skill or behavior for organization growth and performance as well as personal development (Green, Felsted, Mayhew & Pack, 2000), and is becoming a competitive tool in a fast moving firms.

Training choice (on-the job and off- the - job) and its effectiveness depends on the cost, time, urgency, number of participant, and material/ content to be learnt and the organization's capability. However, high competitive firms are worried on how to harness sales force potential knowing that firm's sales are gotten from, and on direct personal selling. Considering the indispensable role of sales force, the relationship between sales training and performance still require more accelerated research (sheen,Naqvi and Khan,2003).

It follows that the core problem of this research stems from the fact that there are too many mineral water firms in Ethiopia and the competition is also so high, which require highly knowledgeable and skilled sales men to sell. Hence firms have also a challenge in employing the best training methods to train their sales force in order to increase their market/sales performance. Again, most firms are yet to uncover that all methods of sales force trainings coaching, role playing and are not equally effective on sales performance and that far less of the research has consider the various effect of sales force training methods on sales performance. This study major aim was to determine the influence of the various training practice on the sales performance, such as, products knowledge training, selling skills, organizational support of training, monitoring and follow up system of management after training, evaluation system and performance measurement in system of Yes brand food and beverage.

Yes brand beverage manufacturing is popular relative to similar companies engaged in Ethiopia, due to its quality, good delivery channels and customer friendly pricing. Yes water was dominate for the last five years with little competition from local players, however, the present days large number of Spring water manufacturing company lead Yes water in turbulent commutative environment. It was obvious before, five and 7 years most of retailers and restaurant markets were dominated by Yes spring packed water but now a days, most of the retailers and restaurants dominated by other brands, this implied how the company market share shrink through time. According to CSA (2016), report more than any types of manufacturing spring water manufacture grow in a country at Rapid rate, and the study further indicated that, the previous

water manufacturing companies are aggressively computed by new comers. This commutative market hole implied companies should have commutative sales to survive on the market; therefore, it is important investing the effect of sales training practice on sales performance.

There has been valuable study entitled with the training practice in Yes Mineral Water Plc by (Dagmawit, 2014) and employee training and development in Yes Mineral Water Plc by (Solomon, 2015) however none of them are conducted on effects of training practice on sales performance. To reduce some types of similarities, the study were assess some of the published related areas studies, nonetheless, there is relatively less research outside of Ethiopia (Richard, 2012 , Charuril, 2001, Andriw, 1999 ), there is no study that examine the effect of sales training practice on sales performance. Thus investing the area is important to fill the research gap observed on the area.

### **1.3 Research Question**

**The study sought to address the following basic research questions:**

1. How need assessment practice of the organization affect sales training effectiveness of the organization?
2. How organizational supports of sales training affect sales performance?
3. How the organizations provide product knowledge sales training?
4. How the organization skill based training affect sales performance?
5. How management support and guide sales forces after training?
6. How management of the organization evaluate sales forces?

## **1.4 Objectives of the study**

### **1.4.1 General Objective**

To investigate the effects sales training practice on sales performance Yes Spring Water plc

### **1.4.2 Specific Objectives**

The specific objectives of the study were to:

1. To assess Need assessment practice of the organization
2. To analyses organizational support of training facilities and their effect on the delivery of training?
3. To examine the effect of the transferred training on sales force performance
4. To associate management support and monitoring effect on sales performance
5. To associate evaluation and feedback effect with sales performance

## **1.6 Significance of the Study**

In line with the above facts, it is hoped that the results of this study will provide adequate information about the practice of sales training and effect on sales performance. Despite the fact that marketing sales performance in the sector is widely researched and documented, in various organizations to the researcher however, there has been no study conducted to evaluate the effect sales training on sales performance. Therefore, the decision to conduct this study is justified. In addition, it is expected that the study will inform the Management and sales the importance to improve sales performance of the organization. Finally, the results of the study will highlight areas for future researches in this field; they may be used for future citation and referencing.

## **1.7 Scope of the Study**

In terms of content/subjective scope, in this study, type of training, organizational material support and sales manager support are independent variables, while, sales performance is dependent variable. The independent variables determined the outcome of a dependent variable; sales performance of a product in relation to the moderating variable which was the macro environment factors. Data for the study will collect from sales force.

Considering all company of under this study was difficult and unmanageable from broadens point of view. In addition to that the rational for the Yes Mineral Water Plc were chosen due to the proximity of the researcher and also because a larger focus has been laid by the company and client base.

Therefore, this study only focused on Yes mineral water the research design of this study is explanatory and descriptive type of research design done by applying quantitative research approach.

## **1.8 Limitations**

Although this research was carefully prepared, I am still aware of its limitations and shortcomings. Lack of previous studies in the research area was the most difficult challenge of this study. It is very rare to find the other study conducted in same area secondly having access to some people and document was limited in some way, despite the mentioned limitation the research have reached its aim.

## 1.9 Organization of the Study

The report of the study will be divided into five chapters:

**Chapter One:** Introduction: This chapter which will be divided into sub-sections, sets an overview of the Yes mineral water. It also deals with the background information to the research problem, statement of the problem, objectives of the study, research questions, research hypothesis, and significance of the study, scope of the study, limitation of the study, operational definitions of terms and organization of the study.

**Chapter Two:** Review of Related Literature: This Chapter will focus on reviewing related literatures. It includes a brief description of the literature review such as related theories, theoretical reviews and empirical findings, conceptual framework of the study which served as great help in the identification of the theories and ideas that were explored, such as data subsequently related to the study.

**Chapter Three:** Research Methodologies: The chapter will be divided into sub-sections such as research design and methods (data sources, target population, sampling techniques, data collection methods, reliability and validity and ethical consideration) and analysis of the study.

**Chapter Four:** Data Presentation, Analysis and Interpretation: It will be divided into sub-sections, namely, descriptive analysis, correlation and regression analyses which will be examined to look for the overall findings concerning the process and effect of training practice on employee performance in the Yes mineral water.

**Chapter Five:** Summary, Conclusions and Recommendations: Finally, this section will present a summary of findings, major conclusions and sets recommendations on how to enhance the employee performances and organizational effectiveness through training, in the Yes Mineral Water Plc in general. Suggestion to encourage further research is also given as part of this chapter.

## **CHAPTER TWO**

### **2 REVIEW OF RELATED LITERATURE**

This chapter presents a comprehensive review of relevant literature in an attempt to position the study in an appropriate theoretical framework. Theoretical, conceptual, and empirical literature related to the study will be reviewed. The review comprises of theories related to market communication mix concepts, definitions as well as theories and models.

#### **2.1 Sales performance control theories**

When analyzing the existing literature on the categorization of sales performance the authors identified two main divergences, measures based on outcome (results of sales) and those based on behavior (how they do it).

Traditional examples of Outcome based measure are; profitability, market share, turnover, while Behavior based outcomes can be identified as adaptive selling, communication skills which are part of a sales person's ability to sell, as well as the activities they under-take; number of calls to customers, territory management and activity management.

Based on these two viewpoints, two methods have been developed to help sales managers ensure that the goals are met, Agency Theory and Organizational Theory.

##### **2.1.1 Agency theory**

Agency Theory describes how goals and objectives are aligned between principals (organization) and agents (salespeople). As Zallocco et al. referencing, Eisenhardt (1985, 1989) note:

“In the context of sales, agency theory addresses the problem of how the sales manager (the principal) can measure, monitor, and evaluate the salesperson's (the agents) activities to ensure that organizational goals are met.”

The basis of this is the assumption that both parties have their own objectives and the focus of the theory is to establish a way for both parties to reach their goals and lessen the inherent conflict in order to reach a solution that satisfies both parties.

For instance, in a situation where the Sales manager is not certain how the sales person fulfills their set targets, Agency theory can be used to define sales goals that help sales managers minimize the difference in opinion on activities the two parties want the sales person to focus their time on. Here the authors refer to examples of using sales performance indicators, variable compensations and evaluation criteria (Wiseman, Gomez-Meija, 1998)

### **2.1.2 Organizational theory**

Organizational Theory (Ochi, 1979), describes the best way to maintain cooperation among different individuals who are aiming for the same goals, and how to assign rewards to each member of the team. This can become a problem if it is seen as unequal and can lead to team members adjusting their performance in a negative way to match rewards. For instance, a sales person who has done well and has worked hard, but sees that other team members earn the same rewards with less effort, can decide that it is not worth it and decides to no longer make the maximum of effort. At the other end is a sales person who realizes that there is no extra reward in making that extra effort, but instead maintains the lower level of achievement with no effort or desire to improve their performance.

## **2.2 Sales Force Training**

Every entity- person, organization need to adapt and develop because of ever challenging environment. To develop, training is required. Armstrong & Kotler (2012) articulates that sales force training is the effort and employer puts forth to provide sales people job related culture, skills, knowledge, and attitudes that should result in improved performance in the selling environment. Training entails the act of teaching, acquiring a skill or behavior. Training is considered as investment as it yield; increase in productivity, better moral, confidence on the job and efficiency in time and territory management, customer relationship sales performance, profitability and competitive advantage. (Oguntimehin, 2001; Graig, 1976;

Cunha, Morgado & Brewster (2003). Every employee of an organization needs to undergo training at one point or the other (Cathrine, 2013) especial when faced with a challenging new responsibility. As organization review its goals, standards, and expand in operation; it is imperative that a new training is necessary to cope with the new challenges. However, in order for and organization to achieve it sales and market objectives, the principal recipients of training

remains the sales forced or those whose responsibility are directly tied to sale performance. The types of resources invested in training include management time to learn, money to create

Programs and develop training materials, training effectiveness evaluation (Johnston & Marshall, 2013).

Olusanyan et al., (2012) argued that there are three approaches to training and it includes reactive approach, proactive approach and the active learning approach, the reactive approach is the traditional approach propelled by tactical delivery of technical skill in organizations where training is perceived as event oriented activity. The proactive approach aligns all training activities with corporate business strategy whereas in the active learning approach trainees participate fully by exploring discuss and situational problems with their trainer guiding them. Whichever the approaches to training administrative approach, welfare approach, political approach Organizational development approach, Systematic or need – based training (Alaniyan and Ojo,d2008), this is dependent on the cost, benefit and who is to be trained and urgency of the training and are all vital decisions to the manager. Several studies have shown that training relate to productivity and firm performance Apospori, Nikandrou, Brewster and papalexandris, 2008)

### **2.3 Sales force Training Method**

Sales force Training Methods Sales force training methods are different methods of impacting knowledge and skills to the sales force of an organization in order to enable them carry out their job effectively (Shahid et al, 2013). Olusanyan et a,l (2012) that the method of training used by insurance firms largely depends on management philosophy, company size, intensity of training required, financial resources available and convenience. Training methods majorly include on-the- job, and off- the job with sub area as coaching, seminar, computer –assisted training, Role Playing, Induction/orientation, Apprenticeship, Demonstration, Vestibule and Formal Training (Abiodun, 1999) but what is not clear in literature is the measuring the effect of the methods outcome of training (Stanton and Spiro, 1999), especially on sales performance. However, for the purpose of this work we will be concentrating on just three of the training methods such as coaching, seminar and role playing training methods because of their unassuming and

comprehensive feature they possess, which of course constitute the dimensions of the independent variable of this work

### **2.3.1 Coaching Sales Forces**

Coaching is simple, conventional and most common in insurance industry. Cathrine (2013) assert that coaching training method involves an older or experienced insurance salesman guiding and directing subordinates or newly employed salesmen on how to handle selling tasks proficiently. Shahid et al (2013) posit that coaching category of training method aids sales people to learn and catch new knowledge while they are fully on the job, it is tailored to suit individual jobs and convenience, allows full participation and facilitates high transferability and quick feedback. Coaching lay more emphasis on productivity, whereas on the job instruction focus on learning. Although, it major drawback is the feeling of fear of managers that their subordinates may be Creating future rivals and learns personal trade secret (Shahid et al 2013). Wright et al (2005) asserts that apprenticeship and coaching involves learning from more experienced employee which may be supplemented with other off-the job methods for effectiveness. We agree and adopt coaching measures construct of competency building, insight generation and leadership development, game strategy, character building and developing selling techniques (Brotman et al (1998 Shahid et al (2013). Studies provide theoretical and empirical evidence that coaching influence productivity, sales performance (Brotman et al, 1998; Cathrine ,2013)

### **2.3.2 Sales Training based on Seminar**

Seminar falls under off- the -job training and is also referred to vestibule training. Seminar relates to a training process in which trainees are not in their regular job context environment, but are taught how to perform tasks in an identical situation using the same kind of equipment

They used to at the job. Similarly, Johnston & Marshall (2013) stated that seminar also known as lecturing is the verbal presentation of information by an instructor to a large audience. It is useful for large groups, emergency and hence the cost of training per employee is very low. It helps in transferring product knowledge to newly employed sales force. It is frequently used by insurance firms where cost is to be minimized. Though, it negates and disallows the principle of learning by practice, as is highly base on theories way of communication that does not involve significant audience participation (Cathrine, 2013). Seminar training could be measured in terms of new

product knowledge training, new employee orientation and customer relationship advancement training and have evidence of positive relationship with sale performance (Cathrine, 2013).

#### **2.3.4 Role Playing Sales Training**

As noted by Sogunro (2004) role playing training also known as business scenario training method uses real life situations, thus enabling the participants to be able to implement those skills in working situation. Thus is a method of training conducted mainly in lecture rooms in which sales people create business plans with available data and then different scenario are presented to them through different information to see how they will make sound decisions based on the changing situations. Cathrine (2013) stated that role playing and behavioral modeling method mainly focuses on emotional (human relation) issues than other ones. The essences are on creating a real life situation and have trainees assume parts of specific personalities (mostly interchanged roles of boss and subordinate to create empathy for one another). In role playing sensitivity training allows small number of trainees usually less than 12 in a group, they meet with a passive trainer and get an insight into their own behavior and that of others. These meetings have no agenda and take place away from the workplace. Authors generally have measured role playing in terms good rapport building skills, good communication skills and selling techniques presentation modeling, character building and relationship development Olusanya et al., 2012; Dubinsky,1996; Futrel,1984). The objective is to provide the participants with increased awareness of how customers behave the perception of others about them and increased understanding of group process (Wright et al, 2005).

#### **2.4 Product or service Knowledge of sales person**

Sales people selling service and trading in knowledge generally have to deal with more abstract concepts than sales people selling products. Verbeke et al. (2011) note that what the sales person in the end offers the customer is shaped by interaction with and feedback from the customer.

Customers have more impact on the sales process and their expectations and demands take a larger role. This requires the sales person to be able manage those needs and expectations or else the presented tender/offer will not be what the customer expects or thinks they want and/or need. In their study, Verbeke et al. (2011) found that the difference between service sales and sales of goods was not as large as expected. This is due to end customers being better informed and expecting both higher levels of service and having higher expectations of products.

It is worth noting the importance of adaptively, as well as good verbal and social skills for a salesperson to succeed in these situations. Another aspect identified by Verbeke et al. (2011) of this interactive customer relationship is the maintenance of continuous sales opportunities. When sales people ensure that the relationship with the customer is a continuous process they will be able to identify sales opportunities at the customer, and also have an automatic “in” with the customer and be invited to provide offers for new projects without having to go through the process of introducing the company to the customer.

## **2.5 Selling related knowledge**

Selling related knowledge refers to the understanding that a sales person has of the customers’ needs and the products and services they are selling. This also refers to a good knowledge of the selling process itself, and how to best approach in different cases. Verbeke et al (2011) noted that this form of knowledge-brokering has been relatively sparsely researched. They also note that this ability can be learned through sales training (what are the customer’s needs) as well as through open discussions internally. More technically inclined sales people might have a very strong knowledge of the product, but might require training in how to sell the benefits of the product to the customer.

## **2.6 sales training investment**

In addition, the subsidization of training investment implies that the state shares in this investment by providing a subsidy. This type of financing, as opposed to private financing, means lower accountability for both administrators (the state) and trainees (companies) (Dougherty and Tan, 1999). Similarly, drawing on an investigation of UK and German firms, Hart and Shipman (1991) suggest that the use of public funds for training needs to be monitored closely to ensure that the activity is effectively implemented and provides good value for money. In addition, Baker (1994) points out that poor management attitude towards training may arise from excessive levels of state intervention, i.e. subsidization. In relating the above discussion to sales management research, several authors argue that sales training can be effective in achieving training objectives, the most common of which is geared towards increasing sales performance (Donaldson, 1998), but only if managers have the appropriate attitudes towards and involvement in the training (Honeycutt et al., 1993)

## **2.7 Subsidized training**

The subsidizations of training determine, to an extent, the training methods to be implemented. Very commonly, this training is implemented in Spain outside business hours, outside the company and by external providers (Alcaide et al., 1996). Customer-oriented selling evolves from the marketing concept, a management philosophy which states that an organization should strive to satisfy customer needs through a coordinated set of activities that also allows the organization to achieve its objectives (McGee and Spiro, 1988). Saxe and Weitz (1982, p. 329) defined customer-oriented selling as: The successful implementation of customer orientation requires that salespeople should have the necessary skills and knowledge to: gather information about the customer through effective listening (Ramsey and Sohi, 1997; Booromet al., 1998); Analyse and understand customer problems (Leong et al., 1989); tailor their offerings to customer needs (Saxe and Weitz, 1982; Booromet al., 1998).

The company can provide the appropriate training so that salespeople gain the aforementioned resources to become more customer-oriented (Siguawet al., 1994; Flaherty et al., 1999; Reynolds and Arnold, 2000). The most commonly used and traditional sales training methods are on-the-job training, individual learning, in-house courses and external courses (Churchill et al., 1997; Donaldson, 1998). Several authors argue that on-the-job training is the most advantageous one in terms of its contribution to sales people performance (Jackson and Hisrich, 1996; Ingram et al., 1997), as it is able to introduce trainees to real-world experience (Jackson and Hisrich, 1996) by giving them the opportunity to put into practice the knowledge and skills they have previously learned in classroom training (Jobber and Lancaster, 1997; Donaldson, 1998). Moreover, this training method allows the salespeople to consider customer problems as their own and to become personally involved with the customers (Reynolds and Arnold, 2000).

Apart from these traditional training methods, sales training can be implemented with high-tech methods (e.g. computer-assisted instruction, interactive video and tele-training). On the one hand, empirical studies have shown that companies used them only rarely in the early 1990s (Erffmeyer et al., 1992; Chonko et al., 1993), perhaps due to their high start-up costs and the uncertainty of the benefits associated with them (Dalrymple and Cron, 1998). On the other hand, these methods may be quite effective, in that they are very flexible and require an active and

direct participation of the trainee, as opposed to other traditional training methods such as lecturing and conferences (Kahn, 1997).

The content of sales training tends to remain constant over time – focused mainly on the knowledge of the product, the market, the company and sales techniques (Chonko et al., 1993; Churchill et al., 1997). However, there exist a number of subjects that place special emphasis on training salespeople to identify and understand customer needs, work in teams, or how to use a Portable computer or the company's new computerized procedures (Churchill et al., 1997).

Regarding the effectiveness of these training topics, Dalrymple and Cron (1998) argue that salespeople need to be taught how the sales process works in order to be productive field sales representatives, thus driving to higher sales performance. However, too much emphasis on the selling process and on presentation techniques may ignore the way in which the customers buy (Donaldson, 1998); therefore, decreasing customer-orientation. The opposite holds true if emphasis is placed on listening and questioning skills (Ingram et al., 1997). In addition, product knowledge is important in helping the customer solve problems (Jackson and Hisrich, 1996) only when its applications, use and benefits are emphasized instead of the technical attributes (Churchill et al.1997; Donaldson, 1998) Similarly, market and customer knowledge allows the salespeople to identify prospective buyers needing products and services offered by the company (Dalrymple and Cron, 1998) as well as providing salespeople with resources to understand customer needs, and subsequently they ought to be more customer-oriented after training.

All the above implies that training constitutes an ideal way for salespeople to achieve customer orientation as well as performance. However, we maintain that higher training investment does not necessarily lead to a more customeroriented sales force. This is because, in order to be customer-oriented, salespeople need to be taught specific skills that may not be assured by higher levels of training. Therefore, what really matters are the characteristics of the training – the methods, and, more importantly, the topics covered in the sales training implementation – not the amount of money spent on training.

## 2.8 Sales Performance Measurement

Performance is the accomplishment of a given task measured against known standards of accuracy, completeness, cost/efficiency, and speed and effectiveness. In a contract, performance is deemed to be the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract (Stein, 2010).

Sales performance is one of the components that results from business performance measurement and control systems (Stein, 2010) Salesperson performance comprises of behavioral and outcome performance components. Scholars agree that sales performance has a multifaceted construct which may include both Quantitative (measures can be segregated into input & output measures, sales volume, growth in market share, profitability,) while qualitative measures include psychological and socio –emotion factors like( Personal competencies Planning skills, team work, aptitude & attitude, product knowledge, knowledge of company policies, communication skills, ethical behavior& team orientation) Cathrine (2013), Olusanya et al., (2012) .

There are many measures of sales performance which can be used to evaluate and control the activities of the sales force of organization particularly insurance firms. However, for the purpose of this work we are going to place emphasis on a few which are very relevant to this study. Hence reviews shall be made on sales volume, market coverage and lost account recovered. In their book “Selling value, Maximize growth by helping customers succeed” Kaario et al. (2003) note that the reason companies move to a standardized sales model is to be able to manage the big picture but working with a standardized method in a global company can have problems as it can be too rigid and not fit in all countries. One way to handle this is to define certain key aspects (measurement points) that must be included- but to have other aspects of sales measurement that can be adapted locally.

Thus, sales tools are developed so that managers are be able to measure performance and maintain an overall picture of the situation. Standardized measures, values and processes also make it easier to develop best practice methods and evaluate key steps in the sales process (Kaario et al. 2003). It also makes it easier to train new sales people and to get them up-and – running faster as the sales process is clearly defined.

For some time now, a B2B sale has been evolving from product sales to service sales. This has been researched and studied in great depths and Storbacka et al (2009) describe this development as, in part, a result of the changing nature of the sales process self and the blurring of lines between marketing and sales. The higher level of customer sophistication also plays a part in the evolution of the traditional sales person role to that of a relationship manager role. Sales transactions in a B2B environment have changed in to a long-term process. Instead of separate transactions with a clear beginning and conclusion, they now include cross-departmental activities and collaboration with other departments such as finance, product development, engineering and logistics.

Sales control (sales performance measurement) is most often divided in to two separate approaches, outcome and behavior measurements, as described by Küster& Canales (2011). They describe the difference between the two as behavior measurement being the more subjective, with reporting based on manager's perception of the sales person performance while, outcome based measurements allow for measurements that are more objective. Which approach a company decides to go with often depends on what information is easier for the company to access? Based on their research, they also note that the chosen method of sales control has a large impact on the compensation system (bonus) as well as organizational effectiveness. They concluded that for best results, a combination of outcome and behavioral measures should be utilized.

Kaario et al. (2003) found that if a sales person is able to identify an opportunity for customer process innovation and is also able to deliver a solution capable of creating the expected value, then the role of service/solutions provider shifts to that of a trusted partner. Because sales people are in daily contact with customers and know what they value, it is important that they are included in the development of the sales process and the evaluation tools used to measure the delivery of Value Sales. Kaario et al. (2003) state that value sales demand a better understanding of solutions and applications as well as team-effort and the need to measure not only financial results but also identifying HR strategies and adapting to the new sales structure. The skills identified by them required by a sales-person to succeed in a value selling environment are not only personal selling skills, but also the skill to sell according to the company "way". Sales people need to take in account customer retention, knowledge of customer business logic

(“how”) and have the ability to provide the customer with input for development of the customers’ operations.

Based on their analysis of the available literature on sales performance measurement Zal-locco et al. (2009) found that for the measurement points to have meaning for sales managers and salespersons should be involved in the development process. They found that this is most often not the case, and they found that there was a large gap between the company strategy and the salesperson understanding of the measurement points.

In practice, a successful sales person needs to be able to work according to the company process, use sales-forecasting and sales funnel method, have systematic working methods and manage resources as well as have an input in sharing and developing innovation (Kaario et al. 2003)

### **2.8.1 Sales Performance Measurement component**

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#### Sales force control systems

Control systems are organizational procedures that influence the activities of the employee to generate a benefit for the organization and ultimately increase the prosperity of the organization. In other words, the goal is to manage the employee in a way that creates value for the organization.

The theory stems from broader system framework research where organizations are seen to be work sharing as well as risk sharing entities. This is due to the uncertain future of organizations. Different types of control systems bare different ratios of risk between the agent (employee) and the organization, depending on how much of the output performance responsibilities are endowed to the agent (employee) (Eisenhardt 1985).

In marketing research, sales force control systems are of particular interest in academic sales management literature (Renfors 2013). Sales force control systems consist of actions, which an organization can use to monitor, direct, evaluate, and compensate the employees. The original framework was hypothesized by Anderson and Oliver (1987), who classified sales force control systems into two managerial strategies, output and behavior control.

The fundamental difference between the two is that output-based control requires quite low managerial involvement. Output-based control focuses on objective and measurable results, such as amount of sales. Output-based control in a sense endows more of the risk of the output performance on the salesperson. Organizations that embrace more of an output control orientation are likely to be organizations that endow the risk of reaching end-results performance goals on the salespeople, and the salespeople has more freedom to accomplish the performance goals by using their own sales processes and tactics (Anderson and Oliver 1987). 12

Behavior-based control however, is quite different. The risk for achieving end-result performance goals is much lower for the salesperson than in output-based control. Behavior-based control involves a high level of supervisory monitoring, direction, and intervention in activities. The focus is therefore in activities, not end-results. Also, more subjective performance evaluations are utilized, usually concerning the salesperson's job inputs (e.g. Activities, personal qualities, and sales strategies) (Anderson and Oliver 1987).

Jaworski (1988) represents another framework and argues that the traditional view of management control systems is more output oriented. Jaworski (1988) expands the theory by suggesting that controls should be divided into formal and informal forms of managerial control. The first one, informal control is a worker-initiated mechanism. It consists of controls that the workers themselves bring to the job; these are such as social, cultural, and self-controls. The second one, formal control, consists of output control and process control. Formal control in this way resembles the dichotomy of Anderson and Oliver (1987) by separating the end-results oriented output control and the behavior oriented process control.

To clarify the role of process control, it is practiced when an organization actively attempts to influence the means or ways of selling. Unlike in output control, the focus is on the behavior of the salesperson. The sales manager focuses on how the employee follows the sales

process and does not hold the salesperson accountable for the output, i.e. sales revenue (Jaworski 1988). Organizations that utilize process control carefully evaluate, reward and punish the salespeople on the basis of how they have accomplished the organizations set goals on the standards of the sales process (e.g. sales activities) (Jaworski 1988). This is also follows what Eisenhardt (1985) concludes about endowing the output risk between the employee and the organization. In that way process control can be seen as similar to behavior-based control (Baldauf et al. 2005).

In the 90's, the sales force control systems studies started also incorporating other types of frameworks. One of the more noteworthy being the Challagalla and Shervani (1996) research, where they introduce another behavior-based form of sales force control, capability control.

Capability control focuses on improving the skills of the salesperson by suggesting which changes are needed in the capabilities of the salesperson (Miao and Evans 2012b). In essence, this means that the sales manager is more interested in developing and training the salesperson. This can include training ranging from product knowledge to sales skills and understanding the customer needs (Challagalla and Shervani 1996).

An organization that focuses capability-based control emphasizes training and focuses on helping the salesperson to learn new skills and improve old skills. Capability-based organizations have set goals for the required skills that salespeople need to have and provide rewards and punishments on the basis of how well the skill level of the salesperson has improved. The ultimate focus is on continuously providing the means to develop and facilitate skills to become a better salesperson (Challagalla and Shervani 1996).

When a salesperson's skills are improved, it leads to a higher intrinsic motivation and has a positive effect on job related outputs (Challagalla and Shervani 1996; Baldauf et al. 2005; Evans et al.

2007). In essence, capability control can be seen as a dissected part of behavior control (Challagalla and Shervani 1996). Therefore it can be stated that process and capability controls have a close relationship, since process control can be seen to be similar to behavior control (Baldauf et al. 2005).

However, most sales organizations do not employ a pure output, process or capability control system (Onyemah and Anderson 2009). Prior research has also been conducted on more hybrids models of sales force control systems, which are called hybrid sales force control systems.

### **Hybrid sales force control systems**

As previously stated, a unified view of sales force control has not been established (Baldauf et al. 2005; Renfors 2013). It has nevertheless been concluded that the research of Anderson and Oliver (1987) and Jaworski (1988) are seen as the two primary conceptualizations (Baldauf et al. 2005). Challagalla and Shervani (1996) also provide further depth to the subject by introducing capability control as a dissected part of behavior control.

However, in reality, not many sales organizations are purely behavior-based or output-based. Most sales organizations focus on one of them and have elements of the other (Cravens et al. 1993). For example, sales management might primarily utilize behavioral control. The salespeople would be managed by monitoring their activities (e.g. Sales meetings and offers sent to customers) and employing a high level of direction and involvement from the sales superiors. Compensation would depend partly on evaluating the salesperson's sales strategies and the amount of activities that the salesperson achieves. There would also be a form of output control, where the management would add an output-based compensation system (e.g. A sales bonus for achieving X amount of sales)

Alongside the behavior-based compensation system. This hybrid system could also include a capability-control component, where the management would arrange regular sales trainings and reward or even punish salespeople for attaining or not attaining certain learning related goals (Anderson and Oliver 1987; Challagalla and Shervani 1996).

Onyemah and Anderson (2009) conclude that organizations with pure output or behavior control systems are unusual extreme cases. The findings of Jaworski et al. (1993) suggest the value of researching a combination of sales force controls. This leads to the research of hybrid sales force control systems. Also, there might be reason for questioning the traditional sales force control system framework. Should control system research focus more on hybrid forms of control?

There is evidence that hybrid sales force control systems (Oliver and Anderson 1995; Miao and Evans 2014), which combine elements of both output and behavior controls are in some cases more suitable depending on the characteristics and goals of the organization. Companies that utilize hybrid control systems implement both output and behavior control. The main reason for this is the possibility that salespeople might adapt and change their preferences during their career path thus influencing how the control system affects the salesperson. Organizational circumstances can also drive a need for finding a balance between the traditional systems of output versus behavior control.

Optimizing the control system and finding the right mixture of control dimensions can be more essential than placing a fixed, chosen form of a control system (Oliver and Anderson 1995; Miao and Evans 2012a; Flaherty et al. 2014).

## **Experience**

Path-goal theory suggests that the effect of supervisors on their employees depends on what types of characteristics the employee has (House and Dessler 1974; Kohli et al. 1998). Employees have personal factors that can depend on their background, past experience and other underlining factors.

In the interest of this research, past experience and its effects on the relationship between the salesperson and the sales manager is selected as a research area.

Past sales experience affects the various components of the performance of a salesperson (Adkins 1979; Kimberly and Evanisko 1981; Bartkus et al. 1989). There is support for the proposition that more experienced salespeople might be less responsive to supervisory involvement when compared to inexperienced salespeople (Kohli 1989; Kohli et al. 1998). This would require management to manage their salespeople in different ways according to their experience (Kohli 1989; Kohli et al.

1998). this in turn could have an effect on how sales force control systems affect the performance of salespeople with varying experience.

## **Performance**

Performance is a crucial measure of the function of the sales department in an organization. Sales performance is one of the more widely researched outputs in sales force control system research.

Research shows that there is an important and established relationship between sales force control systems and performance (Anderson and Oliver 1987; Kohli et al. 1989; Cravens et al. 1993; Oliver and Anderson 1994; Babakus et al. 1996; Challagalla and Shervani 1996; Piercy et al. 1999; Theodosioua and Katsikea 2007; Evans et al. 2007; Piercy et al. 2012; Miao and Evans 2012a; Flaherty et al. 2014). As an organization establishes the goals it wants to achieve, naturally sales management must manage the sales personnel accordingly. This way an organization is able to control the performance of the sales personnel and ultimately is able to control the performance of the organization.

The performance of a salesperson is comprised of assessing the behavior of the salesperson in achieving the organization's goals (Churchill et al. 1985; Baldauf et al. 2001). A salesperson's performance can be thought of as a two-dimensional construct. First, the behavioral activities

(behavioral performance) carried out, including sales calls, offers made and customer meetings. Second, the actual amount of sales achieved (output performance) (Baldauf et al. 2001). Here, output performance is measured by the monetary amount of sales that the salesperson produces. It is the interest of this research to investigate the effect on salesperson output performance, i.e. to the degree in which the salesperson meets the monetary goals and desires that are set by the organization (Anderson and Oliver 1987; Cravens et al. 1993; Sujan et al. 1994; Evans et al. 2007).

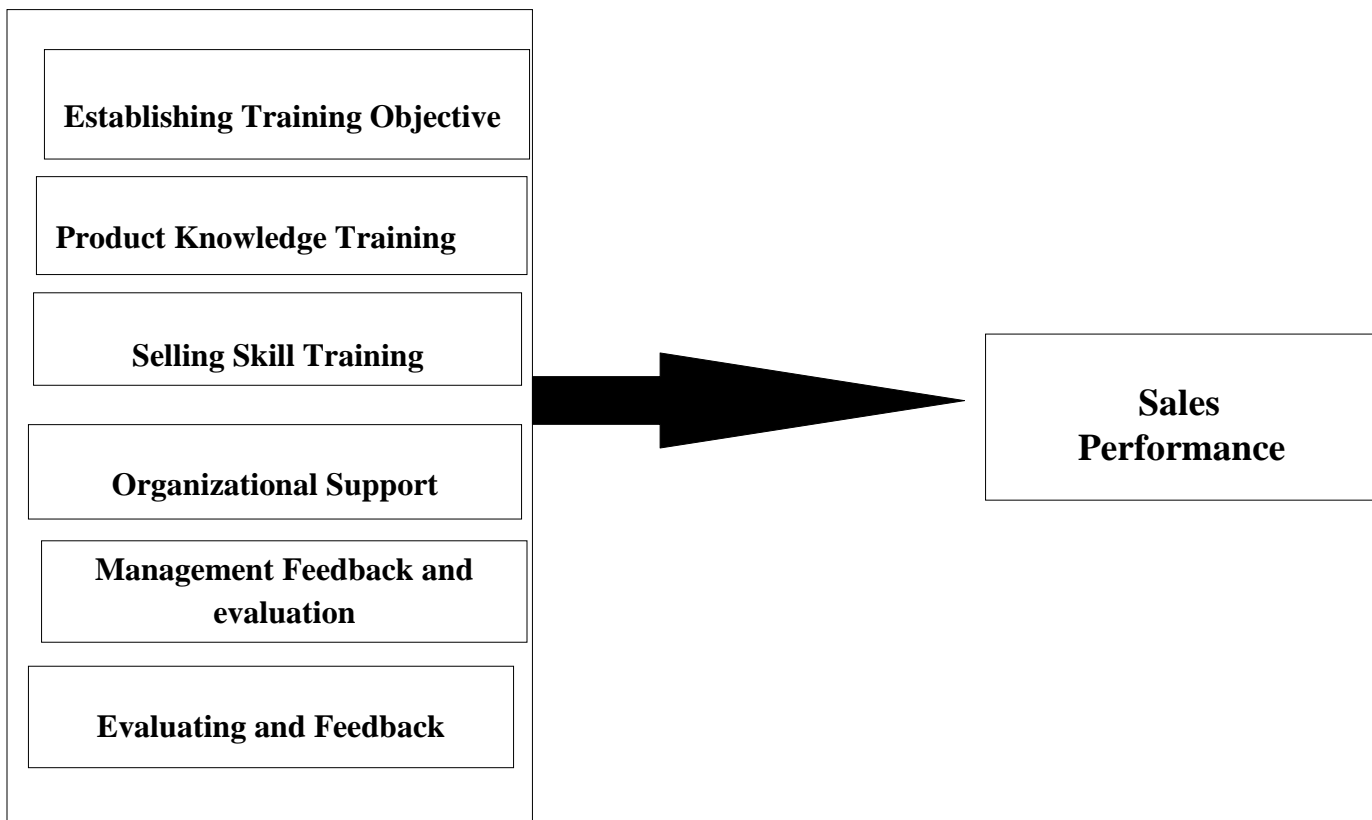
## **2.8.2 Sales force Training Evaluation**

The broad purpose of any training program is to change attitudes, behaviors or skills in a way that positively impacts business results. Evaluating the effectiveness of a sales training program in order to understand whether it meets its objectives is critical so that you can measure the program's contribution to the bottom line. In these days of corporate streamlining and re-engineering, training budgets are being held under intense scrutiny. By demonstrating that sales training produces positive, tangible results, you'll be in a position not only to justify the organization's expenditures for training but also to substantiate the program's value in terms of lasting process improvement. Systematic evaluation of sales training programs is also an important step in improving the overall quality of the training program and measuring its impact on the organization. What is the appropriate level of evaluation to measure and analyze results of sales training programs? To some degree, this is dependent on the evaluation constituency.

Line managers typically have a greater interest in performance change and business results than in participant reaction and learning. On the other hand, a training organization might have a greater interest in collecting reaction and learning data to determine the components of the training program that could be improved (Armstrong 2012)

## 2.9 Conceptual Model

The importance of sales training has led to research examining various aspects of it. Scholars have explored avenues such as conceptual models for developing effective sales training programs (Attia, Honeycutt, & Leach, 2005; the current investigation builds on Wilson, Strutton, and Farris (2002). Using results from their study, as well as germane training literature in I/O psychology and sales management, their hypothesized models are conceptualized and reanalyzed. The same data set is utilized. A unique feature of the current investigation is that it concurrently considers individual (locus of control, task-specific self-esteem, learning orientation, training satisfaction), sales manager (manager-support actions and feedback), and organizational (serial socialization, organization support for training, training climate) factors that putatively affect training transfer, which in turn affects performance. Shown in Figure 1 is the model of the study. Justification for the model and its concomitant hypotheses is now provided, followed by a discussion of the methodology, findings, and implications of the investigation.



**Model Developed from Strutton, and Farris (2002)**

## **2.9.1 Model Explanation**

### **2.9.1.1 Determining Training Need**

There are different types of determining factors that the organization may consider for the need for training, according to Spector (1988) among several variables that determinate organization to conduct need is based on an individual's generalized expectations that rewards, reinforcements, or outcomes in work are controlled either by one's actions (internal) or by other forces (external). Whether an individual attributes performance to personal efforts or to outside entities or forces (e.g., business environmental forces such as product quality or company reputation, competitors, luck) may influence how the individual perceives his or her training. Individuals possessing an internal locus of control believe that they determine occurrences at work, figuratively controlling their own destiny. Individuals who possess an external locus of control ascribe work outcomes to outside forces (Goldstein, 1993; Rotter, 1966). On other hand Bandura (1986) indicate task-specific self-efficacy of individual, effectiveness also determine whether there need training or not.

Therefore, assess several areas of determining training need first before designing which types of training provided for sales forces. Followed to identifying of determinate factors of training an organization should identify the types of training needed for employee (whether it could be, attitude change, knowledge based training or skill based training).

### **2.9.1.2 Establishing training objective**

The indemnified challenges that might need training can be categorized under, knowledge, attitude as well as skill training objective. However according to Knottier (2001), most of market force trainings can established their training under skill and knowledge based objective this is because attitude of sales can also measure under knowledge and skill based training. Transfer of training connotes to what extent the foregoing occurs. If the ultimate objectives of sales training are changes in behavior and improved sales performance, and if training is assumed to be germane, then trainees can be expected to employ materials, techniques, and knowledge acquired during sales training to meet job objectives. Although transfer of training can be positive, neutral, or negative (Goldstein, 1993), the goal of sales training is to induce positive transfer. The model promulgates that satisfaction with training, along with perceptions of various kinds of organizational and sales management support for training, affects transfer of training.

### **2.9.1.3 Organizational Support**

Salespersons' perceptions of how adequately the firm conveys germane information, has a sound training infrastructure, and provides a facilitating pre- and post-training environment constitute organizational support. Russell, Terborg, and Powers (1985) discerned that organizational support of training methods relates positively to employee performance. Company support for sales training can be garnered from three key factors: (a) the organization itself (e.g., degree of formalized training policies and procedures, higher-level management), (b) perceptions of the training climate of the firm, and (c) the immediate sales manager (Burke & Baldwin, 1999).

These three facets can conduce to either positive (favorable) or negative (unfavorable) support for training.

### **2.9.1.4 Sales manager support**

Sales manager support of training refers to the extent that the salesperson believes the sales manager advocates and reinforces the formal training the salesperson receives. Deeter-Schmelz and Ramsey (1997, p. 59) observed that "supervisors (i.e., sales managers) and top management need to become aware of what they can do to provide support to salespeople." Sales trainees likely enter training programs with preconceived notions about various aspects of their sales training (Wanous, 1980). Sales managers' support for the program can validate the materials and thereby augment their transfer to the job environment. Their support of initial training plays a vital role as the new salesperson moves upwards and outwards along the training curve. Sales managers' reinforcement of the principles covered in initial training includes giving personal attention to sales trainees' efforts, coaching, and encouraging the salesperson to use the procedures and practices specified during training (Jolson, 1974). The manner in which the sales manager provides a propitious work environment and encourages and helps trainees to apply the training should then influence training transfer (Lupton, Weiss, & Peterson, 1999). Accordingly, organizational support should positively influence transfer of training. The more the salesperson

Believes that the senior management of the organization supports the training process through materials, time, and information, the greater transfer of training is likely to be. Salespeople who use the material from the training process are more likely to succeed if the company reinforces the use of training material through follow-up information and other direct forms of assistance. Such support could include new product demonstrations, computerized systems for territory

management and order processing, and regular direct contact with senior management. The foregoing discussion allows the following hypothesis to be proffered:

#### **2.9.1.5 Management Feedback and evaluation**

Sales manager should evaluate performance of sales through several techniques and provided constrictive feedbacks. Comprehensive evaluation programs undertaken prior to appraisal can enhance the understanding of the salesperson's performance. For example, multi-rater, multi-source or '360-degree' feedback provides more accurate and complete information to facilitate more reliable interpretations of performance (Day, 2000).

#### **2.9.1.6 Salesperson Performance**

Formalized sales training has been found to enhance trainees' perceptions of training effectiveness and their ability (à la performance) (Sarin et al., 2010). Salesperson performance can be measured by the organizational efficiency and trainer practical performance change based on appraisal. However, in this study performance of sales force is measured based on employee view on the organizational performance and their performance change after the training.

### **2.10 Hypothesis of the study**

H1 there is significant and positive relationship between organizational need assessment and sales performance

H2: There is significant positive relationship between organizational support of training and sales performance

H3: There is Significant Positive relationship between products base training and Sales performance of product knowledge

H4: There is Strong and positive Relationship between Skills based training of Sales on Sales Skill

H5: There is a strong Relationship between Organizational Management Monitoring and Support on Sales performance

H6: There is a strong Relationship between Training Evaluation and Sales performance

## **CHAPTER THREE**

### **3. Methodology of the study**

#### **3.1 Research Design**

The research design of this study is descriptive and explanatory types and it will do by applying quantitative research approach. The rationale for the choice of descriptive survey method is the fact that the descriptive survey studies are used in order to describe and interpret trends of events as they exist at present. The quantitative approach involves statistical models such as means, standard deviations, correlations, and regressions analysis. The study also uses explanatory research design to analyse cause effect relation between dependent and independent variables.

#### **3.2 Research Approach**

The research approach of this study will be the positivist paradigm. The overall aim of the positivist research process is to construct a set of theoretical statements that are generalizable and service the development of universal knowledge. Positivists claim there is a single, objective reality that can be observed and measured without bias using standardized instruments. This approach therefore tends towards the use of questionnaires for data collection and analytical statistical analysis (Serinyel, 2008).

#### **3.3 Sources and Method of data collection**

The quantitative and qualitative data collection tools will be applied to collect data from the concerned bodies. Accordingly, questionnaire and interview use as instrument of data collection. The questionnaire, designed as close and open ended items. Its organization in to two major parts, the first part is about personal characteristics of respondents such as, sex, position, age, qualification and so on, and the second part the effect of sales training on sales performance.

### **3.4 Population and Sampling Technique of the study**

The type of sampling will use for this researcher purposive sampling technique. Regarding the sample size of the employee the study will use purposive sampling technique this is because, to include employee work at different types of position and work units related with the study. Based on this the sample size of the population will select based on the total population size of the study area. The total population of the study area include 600 employee in its Addis Ababa branches, however, the study only consider employee related sales, management, and board accordingly, there are 35 sales employee, 11 management and 12 board members. As the target population of the study is manageable the study considers all of 58 target population.

### **3.5 Data Analysis and Presentation**

Data collected for final analysis will majorly quantitative. It will first sort by rearranging the collected data to bring some order or systematic handling and then edited to eliminate inconsequential information, classified on the basis of similarity and then tabulated. The researcher will use SPSS program version 20 as a statistical tool to measure the sample population. Data will be analyzed by using both descriptive statistics and inferential statistics measures to summarize and relate variables which will attained from the administered questionnaires. Mainly, measures of central tendency (mean), measures of dispersion (standard deviation) will use for descriptive statistics. Linear regression analysis models will applied to test the hypothesis illustrated in the conceptual framework.

#### **3.5.1 Empirical model**

The study used multiple regression analysis models for testing the hypotheses drawn from the conceptual framework. The research adopted two models, one for testing the direct relationship between the independent variables and dependent variable, the second model for testing the independent variable, dependent variable and moderating variable. Multiple Regression analysis model was

$$Y = \theta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e \text{ (model 3.1)}$$

Where:

**X1 = Establishing Training Objective**

**X2 = Product based training,**

**X3 = Selling based training**

**X4 = Organizational Support**

**X5 = Evaluation**

**X6 = Performance**

e = error term,

$\theta_0$  = constant, term

1, 2, 3, 4, 5, 6 = Establishing Training Objective, Product based training, Selling based training, Organizational Support, Evaluation, Performance respectively.

**Regression model for moderated relationship** the moderation effect was tested using Whisman and McClelland (2005). To smooth the progress of analyzing the regression model, weighted averages of the four (six) independent variables were computed using the following equation:

$$MCM = (W_1 X_1 + W_2 X_2 + W_3 X_3 + W_4 X_4 + W_5 X_5 + W_6 X_6) / 6 \text{ (model 3.2)}$$

Where: MCM = Composite index of **Establishing Training Objective, Product based training, Selling based training, Organizational Support, Evaluation, Performance respectively**

**W1, W2, W3, W4, W5, W6** = Relative weight given to each component in a particular variable

$$Y = \theta_0 + \beta_6 MCM + e \text{ (model 3.3)}$$

Where: MCM = composite index of Establishing Training Objective, Product based training, Selling based training, Organizational Support, Evaluation, Performance  $\beta_6$  = coefficient of the moderated variable Y = sales performance e = error term the moderation effect can be analyzed using three models. Whisman and McClelland (2005) argue that in incidents where there is a general effect to be moderated; the test for moderation would include determining whether the coefficient for the interaction term is statistically significant.

### **3.6 Validity Assurance**

Validity is determining whether the findings are accurate from the standpoint of the researcher, the participant, or the readers of an account (John, W.C. 2009). This study's validity is assured through conducting interview with few of sample population to determine accuracy of finding drawn from questionnaire. Also opinion from the research advisor and experts ensure the content validity, whether the items measure the area of interest or the concept it intends to measure which were advanced its validity.

### **3.7 Ethical Consideration**

The participants of the study will be informed about the nature of the study and requested their consent to participate. Only those potential respondents who give their consent of participation without pressure will participate in the study. Ensure the data will be keep confidential. The informants have the right to withdraw from the study any time without providing reason to me and I also don't ask them.

### **3.8 Reliability**

Reliability refers to the degree to which the data collection tools or analysis procedures were yield consistent findings. (Saunders, lewis & Thornhill, 2009) Reliability analysis measures the internal consistency of a group of items which is used in questionnaire construction. Reliability analysis examines the homogeneity or cohesion of the items that comprise each scale. Cronbach's alpha coefficient is the most frequently used index of reliability. Cronbach's alpha coefficient is the most common way to assess reliability. A value of Cronbach's alpha coefficient above 0.70 is regarded as acceptable (Saunders, lewis & Thornhill, 2009). For the purpose of this study, the Cronbach's alpha coefficient was calculated by distributing questionnaires. According to George and Mallery (2003) a Cronbach's alpha coefficient greater than 0.9 implies excellent, greater than 0.8 is good, greater than 0.6 is acceptable, greater than 0.5 is poor, and less than 0.5 is unacceptable". Based on the principle in order to establish the degree of reliability, consistency, and accuracy of the instrument, a pilot study was conducted. Accordingly the reliability of the Cronbach's alpha result indicates that;

**Table3.1 Reliability Statistics**

| <b>Questionnaire Scale</b>         | <b>Cronbach's Alpha</b> | <b>N of Items</b> | <b>N of respondents</b> |
|------------------------------------|-------------------------|-------------------|-------------------------|
| Need Assessment activity           | 0.872                   | 11                | 58                      |
| Organizational Support of training | 0.862                   | 11                | 58                      |
| Product Knowledge Training         | 0.812                   | 11                | 58                      |
| Skill bases sales training         | 0.929                   | 11                | 58                      |
| Monitoring                         | 0.824                   | 11                | 58                      |
| Evaluation                         | 0.934                   | 11                | 58                      |
| Performance                        | 0.823                   | 11                | 58                      |

As indicated from the reliability scale measurement of the above table the scale of reliability test is acceptable and show good internal consistency.

## CHAPTER FOUR

### 4. Data Analysis and Interpretation

#### 1. Introduction

This core chapter deals with the discussion and analysis of data collected from employee of Yes Brand food and beverage manufacturing Plc Ethiopia. As indicated in the methodology part the study conducted basically using questionnaires filled by respondents. The study totally distributes 58 questionnaires however, the analysis was done based on 53 correctly filled questioners, and the rest 5 sample questioners were not returned back. Based on this the study analyzed background of respondents and the main questioner of sales training effect on sales performance.

#### 1.1 Background of respondents

It is necessary to analyze the demographic profile of the respondents to validate reliability of data collected.

**Table 4.1 Characteristic of respondents**

| Item  | Category       | Frequency | Percentage (%) |
|---|----------------|-----------|----------------|
| Sex   | Male           | 30        | 56.6           |
|   | Female         | 23        | 43.4           |
|   | Total          | 53        | 100.0          |
| Education   | Certificate    | 13        | 24.5           |
|   | diploma        | 12        | 22.6           |
|   | degree         | 26        | 49.1           |
|   | master         | 2         | 3.8            |
|   | Total          | 53        | 100.0          |
| Experience  | below 1 year   | 5         | 9.4            |
|   | 2 - 3 years    | 17        | 32.1           |
|   | 3 - 5 years    | 16        | 30.2           |
|   | 5 - 7 years    | 10        | 18.9           |
|   | 7 - 10 years   | 3         | 5.7            |
|   | above 10 years | 2         | 3.8            |
|   | Total          | 53        | 100.0          |
| Is There Sales Training in the organization?            | Yes            | 44        | 83.0           |
|   | No             | 9         | 17.0           |
|   | Total          | 53        | 100.0          |
| How do you evaluate sales training of the organization? | Very good      | 5         | 9.4            |
|   | Good           | 7         | 13.2           |
|   | Average        | 12        | 22.6           |
|   | Poor           | 24        | 45.3           |
|   | Very poor      | 5         | 9.4            |
|   | Total          | 53        | 100.0          |

Source questionnaire, 2018

As indicated in the above table the gender proportion of female respondents is 43.4 % while the male respondents were 56.6%. Though the ratio of the respondents not proportional and varied both category of gender were participated in the survey. This enables the researcher that there is no bias in the survey instrument related to the gender of the respondents.

Another demographic character of sales is employee educational status. As summarized in the above table, 24.5% have certificate while, 22.6% diploma, 49.1% first degree, and 3.8% second degree. Majority of respondents are qualified of first degree. This is an indication that the respondents are also at adequate education level to understand the concept of sales training. However, respondents accounted for 24. %and 22.6% still have certificate and diploma; these sales forces need to advance their education as their position need advanced educational qualification.

Experience is one of the competences to effective in sales practice of a company. Experience also referred to as professional competence. In the literature it is indicated that commitment to this competence by sales forces is one part of effectiveness in sales performance of personal development as well as organizational productivity. The more experienced sales forces are the more they understand about the sales activities they execute. Out of the survey,9.4% belongs less than one years of experience, while 32 % belongs between 2 – 3years of work experience, 30% belongs 3 – 5 years, 18.9% belongs from 5 – 7 years 5.7% from 7 – 10 years and the rest, 3.8% of the respondents have more than 10 years' work experience This indicates that sales forces working in the organization are well experienced both to respond to the questionnaire, and to understand or implement sales training.

In general the respondents profile indicates that the respondents were good enough to respond to the questionnaire and they had the knowledge and experiences to understand training process given in the organization.

## **4.2 Descriptive Statistics Analysis**

In line with the objectives articulated under chapter three here effort was made to describe employee view regarding the effect of sales training process on sales performance. To achieve the overall objective of the study were assess what described in the research model steps of sales training effect on sales performance. Accordingly, the study assessed respondents view regarding the organization assessment determinate factors of training, Organizational support of training, transferred training evaluation (product Knowledge and skill knowledge) based training, monitoring an and managerial support, evaluation ad feedback and measurement of performance.

### **4.2.1 Determinant factors Assessment (Pre – Training Engagement)**

This section is the first step of the model, pre- training engagement is anything involves the organization efforts involve, in identifying training need areas. The assessment can take place, survey studies, sneak – peaks, and more. Pre – trainings assessments scheduled focused both inside and outside prior need area of training. Accordingly, the study provided the questions using Five scale Likert types. A calculated mean value represented based on rule of thumb pertaining to the intervals for breaking the range in measuring variables that are captured with five point scale (that ranges from strongly disagree to strongly agree) is 0.8, which is actually found by dividing the difference between the maximum and minimum scores to the maximum score (Kidane, 2012). Hence, a calculated composite mean value that ranges from 1 to 1.80 implies strong disagreement, whereas the remaining ranges of 1.81 to 2.6, 2.61 to 3.4, 3.41 to 4.2 and 4.21 to 5.00 representing respondents’ perceptions of disagreement, neutrality, agreement and strong agreement respectively. Based on the rule the finding of the study analysed as follow:

**Table 4.2 Respondents view regarding the organizational explores of focused training need areas**

| <b>Need Assessment</b>   | <b>N</b> | <b>Mean</b> | <b>Std. Deviation</b> |
|--|----------|-------------|-----------------------|
| The organization assess competitors strategies                                 | 53       | 2.0755      | 1.17423               |
| The organization assess need of customers properly                             | 53       | 2.2453      | 1.37149               |
| The organization assess sales force product knowledge                          | 53       | 3.6415      | 1.21044               |
| The organization Assess Sales forces selling skill                             | 53       | 3.5849      | 1.11690               |
| The organization assess need of sales forces for sustainment prior to training | 53       | 2.4717      | 1.26497               |

**Sources Questioner (2018)**

As implied from the survey questions, the pre – training assessment activities of the organization assessed based on Alghamdi, (2014), organizational pre – sales training assessment area, accordingly, the study majorly assess two priory areas, the first area is tried to assess company pre – training assessment activities that is out bound of the organization such as, Competitor strategies and customers’ needs assessment, the second part were assess inside of the organization such as, sales knowledge, skill and priory need of trainers.

Accordingly, the highest mean value of, 3.6415 and 3.5849 respectively implied that, respondents level of agreement, that the organization is good in pre – training assessment practice of sales force knowledge and sales skill gap. However the least mean value of 2.0755 and 2.2453 respectively implied respondent’s disagreement on the organizational outbound pre-training assessment activities of Competitor and customers need. Specially, the study area of mineral water industry engaged in a turbulent competitive environment, therefore, less focusing on Competitors strategies and customers need, may lead the organization in efficient in providing training program on target area.. Further, more mean value of 2.4717 also implied respondent’s view, that, their organization also didn’t assess their priory need of training area. This implied that, the organization need assessment program were not comprehensive that didn’t consider whether out bound competitor environments as well as didn’t include employee priory need of training areas.

#### 4.2.2 Organizational support sales training

First and foremost, to build effective sales in the organization, organizational management should develop an appropriate environment for sales training such as; provide the necessary tools for training, budget, inviting sales professionals for training, scheduled strategy based on identified need assessment priority area. Furthermore, organizational support should facilitate the general atmosphere of the organization in sales training which includes the policies and procedures of training of employee including sales, provide proper code of conduct and ethics, proper processing of training, and evaluating structure, reporting structure, competence of employees and discharging responsibility and others. In this regard the study provided a related question to assess organizational facilities and activities to create effective sales training in the organization.

**Table 4.3 Respondents view regarding the organizational commitment and support Sales training**

| <b>Organizational Support</b>   | <b>N</b> | <b>Mean</b> | <b>Std. Deviation</b> |
|---|----------|-------------|-----------------------|
| There is adequate sales training budget allocation                              | 53       | 2.3396      | 1.22386               |
| The organization support sales training tools effectively                       | 53       | 2.4151      | 1.40650               |
| Organization provide effective strategies and sales receive scheduled training. | 53       | 2.2830      | 1.33557               |
| The organization provide adequacy of sales management training                  | 53       | 2.4717      | 1.26497               |
| The organization invite professional trainers of sales                          | 53       | 2.9811      | 1.36566               |

#### **Sources Questioner (2018)**

As indicated in above table the response computed based on Likert scale indicated the average disagreement of sales forces of the studied organization on the organizational support for the effectiveness sales forces training on the computed expected measurement elements.

Accordingly, sales forces of the study implied at the least mean value 2.2830 that, the organization didn't provide effective plan and strategies and sales are not receive scheduled

training in the organization. According to Atif Khan (2003), Organization should develop clear and measurable plan of sales forces training, there need specific and measurable expectation from top managements and anchor direct plan of every aspect of sales and the results improve both sales forces as well as companies efficiencies. However, as implied by respondents in the studied organization there is no specified strategies and plan that, provided sales training issues and guided by specific rules.

The study were also assessed sales training budget allocation adequacy, however, respondents at mean value 2.3396 assure their disagreement, that the organization allocation of budget were not effective, accordingly, the organization allocate only 2.5 % of its total budget.

Regarding pre-training material facilities and support of the organization, mean value of 2.4151 implied respondent's disagreement, that their organization was ineffective in providing the needed materials for training, such as; the organization didn't provide projectors, simulation documentaries, online training facilities, and lack of conference rooms. However, the organization provides only, some pamphlets, reference books and guided lines of the training topic.

The study also assess organization efforts in providing adequate sales management training, however, (mean 2.4717) implied respondents disagreement. The inadequacy of sales management training is likely to be hindering some aspects of sales force development in the organization. Specifically, poorly-trained sales managers are unlikely to be able to provide their salespeople with appropriate direction or on-the-job training.

Regarding the expert based training accessibility of the organization, the value mean result 2.9811 implied sales forces neutrality, which mean about 47% of the respondents implied their disagreement, that the organization didn't frequently depend on professional trainers, while, 45% of them argue that, the organization invitation of professional trainers were good. These controversies of response implied that, still the organization didn't invite professional experts adequately. However, the necessity of providing training based on professional explain by many researchers such as, training involves an expert working with learners to transfer to them certain areas of knowledge or skills to improve in their current market performance (McNamara, 2008).

Generally, from the response of organizational environment effectiveness in facilitating an effective sales training of the organization, the study implied that, there were few sales forces

implied their agreement on some of the organizational good ground, however, majority of the assessed sales were argued their disagreement.

#### 4.2.3 Product Knowledge Training

Toady consumers are digitally connected socially networked and prefer to have gathered all the required information on the product that is to be purchased. There are consumers that approach sales people with further questions on the products they provided, such as, some of the customers need simply the composition of the products, importance of the compositions, materials they packed, competitive advantage with similar companies, etc. Therefore, providing sales forces with a based training, may answer this types of market communications. However, the problem in most companies of Ethiopia, most sales training focuses on building sales skill. While sales skill is essential, they are only one side of very important coin capability. Regarding to this concept the study were assessed knowledge based training practice of the organization, accordingly, respondents provide their respective view on the provided questions as follow:

**Table 4.4 Respondents view regarding the Knowledge based training**

| <b>Products Knowledge based training</b>  | <b>N</b> | <b>Mean</b> | <b>Std. Deviation</b> |
|---|----------|-------------|-----------------------|
| The organization developing product knowledge Training  | 53       | 3.6415      | 1.21044               |
| The knowledge training of the product considers other competitive products and what in compare with our products. | 53       | 2.6604      | 1.31476               |
| The training providers of consider further sufficient knowledge on the products                                   | 53       | 3.0000      | 1.28602               |
| Sales training are focused on up to date information  | 53       | 2.9434      | 1.36459               |

#### **Sources Questioner (2018)**

The study at the highest mean value 3.6415 implied agreements, that the organization provide products knowledge based training for sales forces. The organization provided training on its products characteristics. However, as implied by a mean value 2.6604, respondents disagreement level, the knowledge training of the product didn't considers other competitive products characters, as a results, most of there were difficult that the sales faced to explain the competitive

advantage of their products over other similar products. The study were also assessed the trainer knowledge on the information they transfer, accordingly, respondents (3.0000) implied their neutrality, and some of them explain that, there are many outsider trainers, including consultants, and technical experts, however, selecting an outside source for training has advantages and disadvantages. The biggest advantage is that these organizations are well versed in training techniques, which is often not the case with in-house personnel. The disadvantage of using outside training specialists is their limited knowledge of the company's product or service and customer needs. These trainers have a more general knowledge of customer satisfaction and needs. In many cases, the outside trainer can develop this knowledge quickly by immersing himself or herself in the company prior to training the employees. Another disadvantage of using outside trainers is the relatively high cost compared to in-house training, although the higher cost may be offset by the increased effectiveness of the training. Supervisors are ultimately responsible for the productivity and, therefore, the training of their subordinates. However, the company didn't provide an environment that experts jointly work with the company supervisors.

Regarding training up – to datedness the study at a mean value (2.9434) implied respondents neutrality, which means 55% of them implied their disagreement while, 40 % their agreement. As implied by majority of the respondents, specifically, the high competitive mineral water industry of Ethiopia need delivery of up – to –date information for the company sales for in the knowledge training of products of competitive companies that may help sales to have better information on the new comers products characters, and how compute them. However, respondents assured that, the company was not effective on including up to date products knowledge in the training.

#### **4.2.4 Skill bases sales training**

Sales training involves the personal development of skills and techniques related to creating and exploring new sales opportunities, as well as close sales for organization. Skill based sales training is one of the necessary activities of organization engagement. One of the problems of training was identifying priory areas of training regarding skills of sales. Some of the sales forces have good product knowledge as well as theoretical however most of the sales in the present day competitive market through lack of sales skill. Sales training programs often include topics to client relationship management, better understanding, customers' needs, enhancing

communication with clients, and to improve sales performance of professional as well as organizational efficiency. Based on the concept the study was provided related on the training focused areas of the organization.

**Table 4.5 Respondents view regarding the sales skill based training**

| <b>Skill based training</b>  | N  | Mean   | Std. Deviation |
|--|----|--------|----------------|
| The training content have knowledge of extensive product information | 53 | 3.0000 | 1.28602        |
| Sales training are focused on up to date information                 | 53 | 2.2434 | 1.36459        |
| The training invites sales to be Creative - Open to new ideas        | 53 | 3.3962 | 1.02544        |
| There is an effective training related with competitive company      | 53 | 2.4717 | 1.18652        |
| There is training that focused on customer handling practice         | 53 | 3.6038 | 1.16585        |

**Sources Questioner (2018)**

Skill level is one of the antecedents of sales performance, and refers to the individual capacity to implement sales tasks. Training may increase the salesperson’s knowledge base and skill level, resulting in higher performance. The study at the highest mean 3.6038 implied the organization skill based training focused on customer handle practice and the practice shows significant effects of sales training activities, not only on sales force performance, but also on its customer orientation. Similarly, respondents at 3.3962 with scattered standard deviation value of 1.02544 implied, respondents neutrality which mean 51% of them agreed on the training create them an opportunity to be creative while 43% of them argue the training was not make them to be creative. This implied that, even though majority of the employee recognized that the delivered training have potential to make employee creative, however, still large number of the respondents argued, therefore, until all employee reached in to similar consensus the organization should check the contents of the training programs.

Furthermore, sales respondents at a lowest mean value of 2.2434 and 2.4717 respectively implied their disagreement on sales training of their organization that didn’t use up to date information and didn’t more concerned on commutative companies strategies skill effectiveness.

When sales training deals with sales techniques, customer knowledge and computer knowledge simultaneously, sales force performance and customer orientation is higher. In other words, sales people need not only to know how to make the sale, but must also understand customer needs and provide greater value by applying new technologies in order to translate their behaviors into higher sales outcome.

#### 4.2.5 Sales Monitoring and Support

Sales manager support of training refers to the extent that the salesperson believes the sales manager advocates and reinforces the formal training the salesperson receives. Management needs to become aware of what they can do to provide support to salespeople.” Sales trainees likely enter training programs with preconceived notions about various aspects of their sales training. Sales managers’ support for the program can validate the materials and thereby augment their transfer to the job environment. Their support of initial training plays a vital role as the new sales person moves upwards and outwards along the training curve. Based on the concept the study was assessing Sales management evaluation system.

**Table 4.6 Respondents view regarding Managerial monitoring and support**

| <b>Training Monitoring and Support</b>                   | N  | Mean    | Std. Deviation |
|--|----|---------|----------------|
| Supervisory manager monitor my day-to-day activity       | 53 | 2.45283 | 1.136222       |
| There is high supervisory support                        | 53 | 3.6075  | 1.27639        |
| My manager appear to recognize my individual attributes  | 53 | 3.6038  | 1.09789        |
| Supper visor manager blame when I made mistake           | 53 | 2.5104  | 1.28517        |
| There is an effective performance measurement techniques | 53 | 2.1321  | .94131         |

#### Sources Questioner (2018)

As implied from the above table respondents at the lowest mean value 2.1321 implied their disagreement that the organization didn’t use effective performance measurement technique such as, recording employeeday to day activities (mean 2.4528), using check list, follow documentation appraisal, sales effectiveness and so forth.

Respondent at a mean value 2.5104 assured that, when salespeople perform poorly or fail on the job, sales managers are inclined to blame their sales subordinates rather than extra-support. Moreover, sales organizations apparently are not looking salesperson failure in a systematic approach to address their problem and address it. Perhaps sales managers need to expand their views about what engenders salesperson failure. Inappropriate presuppositions about failure may well lead them to take incorrect action in efforts to address it.

Regarding supervisory support extent respondents at the high mean value 3.6075 implied their agreement. However, the extent of supervision required is concerned with the degree to which sales people are monitored and directed. Low supervision requirements

Imply that sales people are knowledgeable and are best able to determine the appropriate activities to achieve the firm's goals and/or that the importance of retaining an individual account is relatively low. High supervision implies that sales people require substantial guidance to select activities that will lead to the accomplishment of their goals and/or that the retention of a specific account is of high importance.

Finally the study assures at a mean value 3.6038 that supervisory management recognizes individuals' attribution. Harmon et al (2002, p 45) state that the "value of sales management feedback is well documented". For example, they note that Jaworski and Kohli have "concluded that salespersons focused their efforts and achieved higher performance when they understood the expectations" of management, while Futrell, Swan and Todd have "reported improved sales force effectiveness when the reward system was clearly understood"

#### **4.2.6 Sales Training Evaluation and feedback**

Salespeople's performance should be evaluated, and feedback should be provided, on a regular basis. Regular performance of feedback would take account of the natural desire by most employees to know "where they stand" with their management. In addition, regular evaluation and appropriate feedback should facilitate the acceptance of appropriate remedial action, such as coaching, mentoring or other forms of training. Sales organization effectiveness is an overall evaluation of outcomes attributable to the sales organization. Effectiveness is distinct from salesperson performance (e.g., selling behaviors and sales results). While each salesperson contributes to the effectiveness of the sales organization; other organizational and environmental variables also impact sales organization effectiveness. Sales organization effectiveness is an

indication of how well the sales organization has implemented business and marketing strategies. Based on this concept the studies were also assessing training evaluation.

**Table 4.7 Evaluation and Feedback of Sales training**

| <b>Evaluating and feedback of sales training</b>  | N  | Mean   | Std. Deviation |
|---|----|--------|----------------|
| There is on time performance based feedback   | 53 | 2.3208 | 1.10547        |
| Feedback are constrictive and politely indicate weakness and strength   | 53 | 2.4528 | 1.26439        |
| Management evaluate and analyses the reasons for failure to obtain business from prospect or for loss of customer | 53 | 2.5849 | 1.16741        |
| Management provide evaluation of performance feedback with its solution   | 53 | 2.3019 | 1.15334        |
| The a feedback provided also indicate what sales should be improved in the form of formal document                | 53 | 2.5434 | 1.29221        |

**Sources Questioner (2018)**

As implied from the above table the least mean value 2.3019 implied their disagreements on the organization activities of periodic evaluation system of performance. Similarly respondents at a mean value 2.3208 also implied there was no on time feedback, mean 2.4528 also implied feedbacks were given late and they are not constrictive some time managers didn't give feedback politely. In this regarding Jaramillo et al (2005), prior research suggests that feedback is likely to contribute toward an increase in the commitment that salespeople have to their firms. This is partly because feedback provided in an appropriate manner tends to enhance the meaningfulness of jobs, and because "greater performance feedback provided to salespeople is directly associated with greater role clarity among salespeople" Furthermore, respondents implied their disagreement at a mean value of 2.5849 the management didn't evaluate and analyses the reasons for failure to obtain business from prospect or for loss of customer. Finally, mean value 2.543 implied, respondent's disagreement, that, the feedback provided was not indicating what sales should be improved. However, sales people should be aware of measures to help improve their current status. A plan should be developed to determine what the sales person needs to improve. Sales people are apprehensive about the documentation of the evaluation in their

personal file. The performance appraisal will be a written reference for the next appraisal as well as information about the person's current performance.

#### 4.2.7 Sales performance

In this section the study were provided several related question to assess performance of sales after the training program. The measurement focused on the process of training that the study discussed previously, such as, need assessment practice of the organization, product knowledge, selling skill, managerial support and monitoring, evaluation and feedback.

**Table 4.8 Training effect measurement**

| Sales performance   | N  | Mean   | Std. Deviation |
|---|----|--------|----------------|
| The trainings identify need of sales and solve constraints of sales               | 53 | 2.5660 | 1.20111        |
| The training highly improve my knowledge of products                              | 53 | 2.3585 | 1.12821        |
| The training highly improve my skill of communication with customers              | 53 | 2.4151 | 1.19990        |
| The monitoring and evaluation system of the training improve my sales performance | 53 | 2.5849 | 1.19990        |
| The training overall improve competitive position of my organization              | 53 | 2.2264 | .97352         |

#### Sources Questioner (2018)

As implied from the above table the study measure effect of training on sales forces, all of the observed mean value results implied respondent's disagreement which implied all of the measured areas were not improved by the training given on the organization. Accordingly, respondents view at 2.5660 implied the organization need assessment practice were not effective this is because, need should found the target problems area of sales however, majority of sales trainers were not satisfied by the organization need assessment practice, this is also implied in the previous view of respondents, such as, the organization were not consider employees interest in the pre training need assessment program. The result mean value 2.3585 also implied the training given on knowledge of the product were not effective, this is because still respondents implied they have sufficient products knowledge what they sales. Similarly mean value of 2.4151 implied respondents dissatisfaction on the organization skill based training of selling products, this is because majority of the respondents confirmed that, "the training was not

improved their skill of communication with customers''. Respondents also dissatisfied and improved their disagreement (mean 2.5849) that, the training monitoring and evaluation system were not effective and not improved their performance that much. Overall the least mean value of 2.2264 confirmed respondents disagreement that, the provided training were not improve their competitive performance and they believe the organization competitive performance also decrease through time Therefore, the study deduced that, the training provided in the organization were not that much effective on increasing of employee performance as majority of respondents assured, and its effect directly link with organizational performance as whole.

### **4.3 Correlation Analysis of the study**

Correlations are the measure of the linear relationship between two or more variables. As described by Kothari (2004), a Coefficient of correlation has the value of 'r' lies between  $\pm 1$ . Positive values of r indicate positive correlation between the two variables, whereas negative values of 'r' indicate negative correlation. A zero value of 'r' indicates that there is no association between the two variables.

According to Evan's (1996), the strength of the correlation can be described as, the absolute value of r namely 0.00-0.19 (Very Weak), 0.20-0.39 (Weak), 0.40-0.59 (Moderate), 0.60-0.79 (Strong) and 0.80-1.00 (Very Strong). Based on the analysis below the study were tested the correlation analysis between the dependent and independent variables.

**Table 4.9 Correlation analysis**

|                                    |                     | Sales Performance |
|------------------------------------|---------------------|-------------------|
| Need Assessment of Training        | Pearson Correlation | .961**            |
|                                    | Sig. (2-tailed)     | .000              |
|                                    | N                   | 53                |
| Organizational Support of training | Pearson Correlation | .932**            |
|                                    | Sig. (2-tailed)     | .000              |
|                                    | N                   | 53                |
| Product Knowledge Training         | Pearson Correlation | .625**            |
|                                    | Sig. (2-tailed)     | .000              |
|                                    | N                   | 53                |
| Skill bases sales training         | Pearson Correlation | .                 |
|                                    | Sig. (2-tailed)     | .764**            |
|                                    | N                   | .000<br>53        |
| Monitoring                         | Pearson Correlation | .931**            |
|                                    | Sig. (2-tailed)     | .000              |
|                                    | N                   | 53.               |
| Evaluation                         | Pearson Correlation | .921**            |
|                                    | Sig. (2-tailed)     | .000              |
|                                    | N                   | 53                |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

The result of correlation coefficient shows that the questions asked all of the training questions correlated with sales performance significantly and positively. Accordingly, sales performance highly correlated with organizational need assessment practice at .961\*\*, followed by, organization support at .932\*\* monitoring and supporting process of training 931\*\* and evaluation preprocess of training 921\*\*. The correlation indicated that, the effect of organizational pre – training need assessment, organizational supports such appropriate budget

allocation of budget, materials, strategies, challenges of evaluation and monitoring highly correlated with sales performance ineffectiveness on the other hand, the training areas of product knowledge and selling skills correlated at a moderate correlation level of at .625\*\* products based training and at .764\*\* skill base training. This implied that, the training given is affected by lack of the pre –training assessment, organizational support, and monitoring and evaluation practice.

#### 4.4 Normality Test

Below table shows that the Jarque-Bera statistic has a P-value of 0.10471 which indicate that the p-value for the Jarque-Bera test is greater than 0.05 which indicates that we don't reject and there was no support for the presence of abnormality in the data. Normality test is used to determine whether the error term is normally distributed or not. Jarque Bera test is to ensure that the data set is well-modeled by a normal distribution.

The hypothesis for the Normality Test is stated as follow:

H0: The error term is normally distributed

H1: The error term is not normally distributed

If P-value of JB is less than significant level of 5% we reject the H0. Otherwise, do not reject H0.

Table 4.11: *Normality Test*

|                       |         |
|-----------------------|---------|
| Probability (P-Value) | 0.10471 |
|-----------------------|---------|

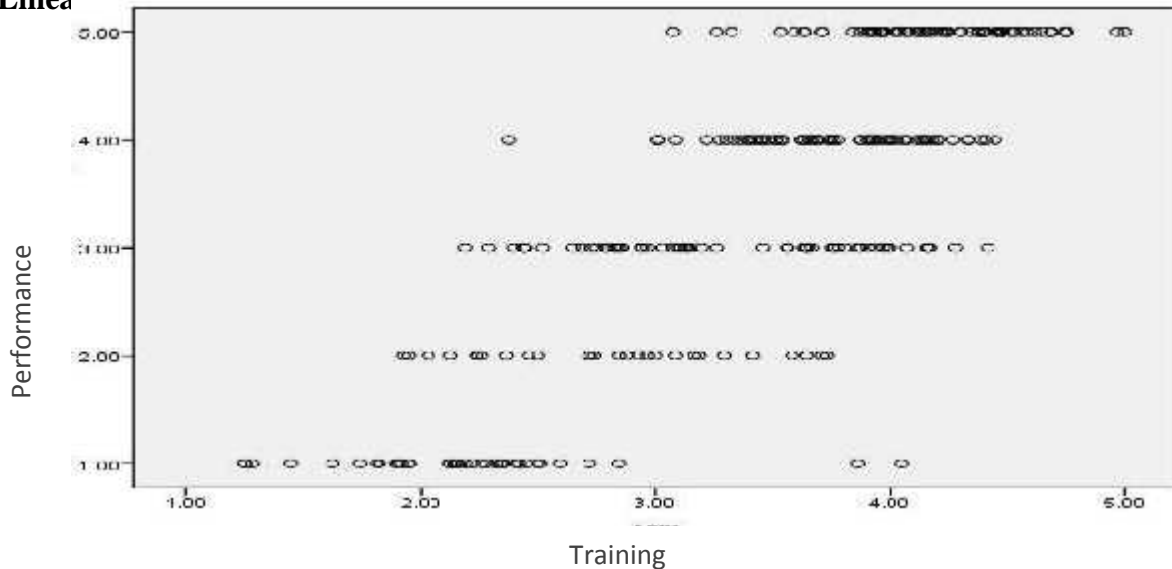
Source: *Own computation SPSS output (2018)*

P-Value = 10.471%, means do not reject H0 the error term is normally distributed.4.4.3

#### 4.5 Linearity Test

The relationship between the variables should be linear and it is a problem if the dispersion of points indicates otherwise (Burns & Burns 2008). The study checks for patterns in scatter plots of Sales performance against training weather they have linear relation and the assumption have met. From the graph below the sales performance and training have linear relation.

Fig Linea



#### 4.6 Multicollinearity Analysis

According to (Dillon, 1993) when independent variables are highly correlated, there is overlap or sharing of predictive power. This may lead to the paradoxical effect, whereby the regression model fits the data well, but none of the predictor variables has a significant impact in predicting the dependent variable (Robert, 2006). This is because when the predictor variables are highly correlated, they share essentially the same information. Thus, together, they may explain a great deal of the dependent variable, but may not individually contribute significantly to the model. The impact of multicollinearity is, therefore, to reduce any individual independent variable's predictive power by the extent to which it is associated with the other independent variables (Beyan, 2014). Before conducting the regression analysis, Tolerance and Variance Inflation Factor (VIF) values were calculated to check multicollinearity. According to (Robert, 2006) Tolerance value is an indication of the percentage of variance in the predictor that cannot be accounted for by the other

Table 4.10: Multicollinearity Test

| Model                              | Collinearity Statistics |       |
|------------------------------------|-------------------------|-------|
|                                    | Tolerance               | VIF   |
| Constant                           |                         |       |
| Need Assessment of Training        | .934                    | 1.071 |
| Organizational Support of training | .715                    | 1.398 |
| 1 Product Knowledge Training       | .578                    | 1.730 |
| Skill bases sales training         | .568                    | 1.762 |
| Monitoring                         |                         |       |
| Evaluation                         | .844                    | 1.185 |

a. Dependent Variable: Sales Performance

The calculated Tolerance value of the dimensions of the independent variable is ranging from 0.578 up to 0.934 it indicate all the Tolerance values are within the acceptable level of greater than 0.1, whereas the VIF values are also less than the cut of value of 10. The fact that the Tolerance and VIF values are falling within the acceptable limit entails in this particular study multicollinearity is not a serious problem.

#### 4.5.1 Regression Analysis

Regression analysis was employed to examine the effect dependent variable over the dependent variable; the result also helps us to understand which steps of training process more affect sales performance. Based on these below the regression analysis of the study summarized as follow:

**Table 4.11 Model Summary of the study**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .936 <sup>a</sup> | .876     | .868              | .37891                     |

a. Predictors: (Constant), Sales performance

As it can be depicted from the table there is a positive and statistically significant Relationship between the independent variables and the dependent variable. In overall, the results revealed

that all independent variables accounted for 87.6% of the variance ( $R^2 = 0.876$ ). Thus, 87.6 % of the study assessed area was covered by the provided questionnaires; however, 12.4% were not explored in the study.

**Table 4.12 ANOVA Result of the study**

| Model |            | Sum of Squares | Df | Mean Square | F       | Sig.              |
|-------|------------|----------------|----|-------------|---------|-------------------|
| 1     | Regression | 92.608         | 6  | 15.435      | 107.503 | .000 <sup>b</sup> |
|       | Residual   | 13.065         | 91 | .144        |         |                   |
|       | Total      | 105.673        | 97 |             |         |                   |

a. Dependent Variable: Sales performance

b. Predictors: (Constant), need assessment, organizational support, Skill based training, knowledge based training, monitoring and evaluation

The result in the **ANOVA** table confirmed the significance of the overall model by p- value of 0.000 which is below the alpha level, i.e. 0.05, which means, the independent variables taken together have statistically significant relationship with the dependent variable under study.

**Table 4.13 Coefficients Analysis of the study**

| Model |                             | Unstandardized Coefficients |            | Standardized Coefficients | T      | Sig. |
|-------|-----------------------------|-----------------------------|------------|---------------------------|--------|------|
|       |                             | B                           | Std. Error | Beta                      |        |      |
| 1     | (Constant)                  | 1.146                       | .149       |                           | 7.666  | .000 |
|       | Need Assessment of Training | .863                        | .090       | .943                      | 9.612  | .001 |
|       | Organizational Support      | .912                        | .046       | .934                      | -3.776 | .000 |
|       | Product Knowledge Training  | .971                        | .160       | .634                      | 4.571  | .001 |
|       | Skill bases sales training  | .754                        | .076       | .634                      | -2.025 | .026 |
|       | Monitoring                  | .521                        | .345       | .921                      | -6543  | .000 |
|       | Evaluation                  | .456                        | .723       | .875                      | .7654  | .000 |

Dependent variable Sales Performance

In the table- above, coefficients indicated how much the dependent variable varies with an independent variable, when all other independent variables are held constant. The beta coefficients indicated that how and to what extent the independent variables influence the dependent variable .Accordingly the result coefficient value of regression analysis indicated the highest challenges the process of training were observed when the organization perform need assessment of trainings (beta= .943), the next significant challenge of sales performance challenge lack of organizational support for the accomplishment of trainings as implied the next highest coefficient of beta (.934), training effectiveness also affected by lack of monitoring and managerial support (beta = .921) and lack of effective evaluation system (.875). However, the target training areas of knowledge based and skill based training effect were less relative to the others variables. Therefore, the study deduced from the regression result that, to increase sales performance the sales training of the organization more concerned on the pre- training (need assessment program), strengthen organizational support, monitoring and evaluation, that enhance the transferred training and in turn increase sales performance.

# CHAPTER FIVE

## 5. SUMMARY, CONCLUSION AND RECOMMENDATION

### Introduction

In this part the study summary, conclusion and recommendation were provided. Accordingly, the study was summarized and concludes major findings based on view of trainee sales forces and management bodies. The study comprehensive summary of findings of the major areas of “The effect of sales training practice on sales performance” were assessed and analyzed based on the steps of the model designed in the literature part. Accordingly, the study remarks the following distinct nature of the study model and the analysis process, i.e. even though the study tried to indicate independent variables effect on dependent variables, however, it is difficult to imply independent variables direct effect on dependent variable of sales performance, this is because training in its nature is process, so that, the effect of the dependent variables through the pipe (chain effect )steps of sales performance such as, the effect of need assessment directly influence the types of training set to be delivered, then the types of training and its delivery process linked with organizational support of necessary inputs training. Therefore, the transferred training effectiveness determined by the beginning steps of training and after training steps such as, monitoring and supporting strategies after training determined sales performance effectiveness at the finale.

## 5.1 SUMMARY OF FINDINGS

The objective of the study was to assess the effect of sales training on sales performance in the case of Yes Brand food and Beverage Plc. In achieving the major objective of the study data was collected using questioner, well secondary data sources such as, the company appraisal results related to training and capacity development practice. Based on these the major findings of the study implied as follow:

Finding regarding with the organization, sales force need assess and pre- training planning practice implied that, that the training are didn't assess external environment competitors Such as, customers need as well as Competitor strategies and are not include in the proposed training of sales forces of the organization. In addition the pre – training assessment program didn't consider sales priory training need.

Regarding the organization support of training facilities and strategies, the study implied that, the organization didn't allocate sufficient budget for sales training of the organization, accordingly, the study implied the organization have only 2.3% of the organization budget for training and development program of employee as a whole including sales forces of the organization, which very few money, in addition the organization didn't provide conductive environment of sales training such as, providing schedule of training, types of training, their time , how they will provide and so forth.

Regarding to the delivery of the training program, trainee respondent agreed up on that, the organization provide training both skills based and knowledge based concepts for sales forces. However, most of the response disagreed on the training areas such as, the training transferred regarding product knowledge more focused on the character of product rather than including similar companies' products knowledge by comparing and contrasting, in addition the sales skill based training also focused on the product selling knowledge than including wider concepts of selling skill.

Regarding evaluations and monitoring practice, the finding indicated that, particularly after-training, have not been given much emphasis by the organization sales management. Most of the time evaluations are implemented during and immediately after the training. The performance change obtained through training has not yet been measured. The feedback that was collected from trainees have not yet been analyzed and used as an input to the trainings conducted

subsequently. The practice of Yes Brand Manufacture on training evaluation shows that not much has been done in terms of training evaluation which is only limited to collecting feedback from trainees during or immediately after the training, than follow of trainee performance on the job.

Finally the studies multiple regression result indicate that, the organization follow steps of sales training properly. However, the result implied that, there was lack of effectiveness in implementing each steps using appropriate inputs of materials, money as well as effective training strategies. As results, the deceived training was not effective in changing sales performance of the organization.

## **5.2 Conclusion of the study**

The study identified, many performance indicators majority of the sales forces respondents responded that they were not satisfied by many of the training process practiced according the study conclude major finding as follow:

There was a negative and significance correlation between organizational need assessment practice and sales performance. One of the challenges that affect improvements of sales performance, were areas pre – training need assessment practice of the organization. The organization only assess sales forces interest on the training topics of product knowledge based and selling products based training than including wider environment such as, Competitor strategies as well as customer's needs.

The study also implied that, the second most significant challenges that obtained the training process of sales forces was, lack of organizational support of the training practice whether in materials inputs, budget adequacy as well as in designing training practice strategies. Lack of organizational support, affect the transferred training and results of the trainings didn't achieve their goal (improving sales performance).

The other major challenges that affect training effectiveness of the organization were, lack of sale management support and monitoring of trainee after the training, such as, there were no strict follow-up and immediate feedback of trainee mistakes as well as appreciation when their perform good.

The study also indicate that, evaluation system of the training were not effective and that contribute its own for less effectiveness of sales performance after training. Most trainee of sales force implied that, evaluations are implemented during and immediately after the training. The performance change obtained through training has not yet been measured. The feedback that was collected from trainees have not yet been analyzed and used as an input to the trainings conducted subsequently.

Generally, the study concludes that, the organization didn't strictly implement the training steps. The organization lacks on the training process steps such as, in appropriate need assessment practice, lack of organization support, lack of effective monitoring and evaluation system and this situation affect the delivered training effectiveness of sales forces.

### **5.3 Recommendation of the study**

Based on the finding the study recommends the following

One of the challenge observed in the training process of the organization was lack of effective need assessment practices of the organization, that is the organization didn't consider outside Competitors strategy and customer's needs, therefore, this condition was one of the challenges that hinder effectiveness of sales forces in receiving training knowledge about customers and competitors strategy, to avoided this challenge the study recommend that, need assessment of the organization should focuses outside determinate need of the sales forces.

Organizational plan have impact on the way training programs are planned and implemented and must therefore be analyzed. This level of examination focuses not only on determining where training should be delivered in the organization, but also on exploring organizational aspects which may affect the training activities. For example, the need to align training objectives with the organization's strategy has repeatedly been underlined

In order to determine how well the training program met the learner's needs and objectives and that knowledge and skills it has imparted to learners and identify what desirable change it has brought in the learners' performance, it is mandatory to undertake training evaluation in different stages. Training evaluation should also be conducted to decide whether to continue or discontinue training programs or to gain information on how to improve future training programs. In line with this, it is important to set clear guidelines and standards by which the

effectiveness of the training is measured. In addition to the templates that Yes Brands Plc uses to get feedback from both trainers and trainees, it is important to set clear guidelines and design standard tools so as to measure the extent to which performance improvement is observed after the training.

The sales manager should monitor and evaluate salesperson behavior-based performance and then provide behavior-based support to improve the salesperson's capabilities and level of motivation, and her/his planning and execution of appropriate selling activities, either directly or through a review of continuing leadership activities (such as direction, training and delegation).

Selecting an outside source for training has advantages and disadvantages. The biggest advantage is that these organizations are well versed in training techniques, which is often not the case with in-house personnel

The hope is that employees who receive training in line with their individual or organizational goals will become more efficient in what they do. Organizations should look at the positive effects of training on employee performance, and consider employee development as a targeted investment in making the workers stronger. More importantly, development plans that include better strategies of how needs identified, budget and material impute allocation, delivery techniques of training, how sales supported and monitored after training on job and off job strategies and involves constrictive evaluation feedback.

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# Appendix I

## Addis Ababa University School of Business and Economics

### School of Commerce Marketing Management Post Graduate Program

#### The effect of sales training practice on sales performance: the case of yes Brand mineral water'

I'm a graduate student at Addis Ababa University in the Department of marketing management. Currently, I'm conducting a research entitled "the effect of sales training practice on sales performance: the case of yes Brand mineral water'.

The purpose of this questionnaire is to gather data for the proposed study, and hence you are kindly requested to assist the successful completion of the study by providing the necessary information. Your participation is entirely voluntary and the questionnaire is completely anonymous. So, your genuine, frank and timely response is vital for the success of the study. I want to thank you in advance for your kind cooperation and dedication of your precious time to fill this questionnaire.

Sincerely yours,

#### Section I: General Information

This part of the questionnaire, tries to gather some general information about the background of the respondent and the organization.

1. Sex            Male [ ]            Female [ ]

2. Age            20 – 30 [ ]            31 – 40 [ ]            41 – 45 [ ]            above 45 [ ]

3. Academic qualification

10 – 12 [ ] Certificate [ ]    Diploma [ ]    Degree [ ]    Master Degree [ ]    P.H.D [ ]

If other \_\_\_\_\_

4. Year of service in the organization

Blow 1 [ ]    2 – 3 [ ]    3 – 5 [ ]    5 – 7 [ ]    7- 10 [ ]    above 10 [ ]

6. Is there sales training in the organization?            Yes \_\_\_\_ NO \_\_\_\_

7. Based on questions number 7 how do you evaluate its consistency and plan effectiveness?

Very good \_\_\_\_ Good \_\_\_\_ Average \_\_\_\_ Poor \_\_\_\_ Very Poor

8. What is the method of training more applied for new beginner of sales?

A. Orientation\_\_\_ B. Coaching or Consulting \_\_\_\_\_ C. If any other \_\_\_\_\_

### Section III: Main Questionnaire

Please indicate the degree of your agreement/disagreement with the following statements associated with the measurement of the listed marketing communication mix

Where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree.

| S.N. | Statement   | Score Values         |             |            |          |                    |
|------|---|----------------------|-------------|------------|----------|--------------------|
|      |   | Strongly Disagree(1) | Disagree(2) | Neutral(3) | Agree(4) | Strongly Agree (5) |
|      | <b>Need Assessment Sales Training</b>   |                      |             |            |          |                    |
| N1   | The organization assess Competitors strategies                                  |                      |             |            |          |                    |
| N2   | The organization assess need of customers properly                              |                      |             |            |          |                    |
| N3   | The organization assess sales force product knowledge                           |                      |             |            |          |                    |
| N4   | The organization Assess Sales forces selling skill                              |                      |             |            |          |                    |
| N5   | The organization assess need of sales forces for sustainment prior to training  |                      |             |            |          |                    |
|      | <b>Organizational Supporting strategy of Sales Training</b>                     |                      |             |            |          |                    |
| O1   | There is adequate sales training budget allocation                              |                      |             |            |          |                    |
| O2   | The organization support sales training tools effectively                       |                      |             |            |          |                    |
| O3   | Organization provide effective strategies and sales receive scheduled training. |                      |             |            |          |                    |
| O4   | The organization provide adequacy of sales management training                  |                      |             |            |          |                    |
| O5   | The organization invite professional trainers of sales                          |                      |             |            |          |                    |
|      | <b>Product Knowledge Training</b>   |                      |             |            |          |                    |
| P1   | The organization developing product knowledge Training                          |                      |             |            |          |                    |

|  |   |  |  |  |  |  |
|--|---|--|--|--|--|--|
| P2   | The knowledge training of the product considers other competitive products and what in compare with our products. |  |  |  |  |  |
| P3   | The training providers of consider further sufficient knowledge on the products                                   |  |  |  |  |  |
| P4   | Sales training are focused on up to date information  |  |  |  |  |  |
| <b>Selling Skill Training</b>                  |   |  |  |  |  |  |
| S1   | The training content have knowledge of extensive product information  |  |  |  |  |  |
| S2   | Sales training are focused on up to date information  |  |  |  |  |  |
| S3   | The training invites sales to be Creative - Open to new ideas   |  |  |  |  |  |
| S4   | There is an effective training related with competitive company   |  |  |  |  |  |
| S5   | There is training that focused on customer handling practice  |  |  |  |  |  |
| <b>Monitoring and Support of Sales raining</b> |   |  |  |  |  |  |
| M1   | Supervisory manager monitor my day-to-day activity  |  |  |  |  |  |
| M2   | There is high supervisory support   |  |  |  |  |  |
| M3   | My manager appear to recognize my individual attributes   |  |  |  |  |  |
| M4   | Supper visor manager blame when I made mistake  |  |  |  |  |  |
| M5   | There is an effective performance measurement techniques  |  |  |  |  |  |
| <b>Evaluation of sales training</b>            |   |  |  |  |  |  |
| E1   | There is on time performance based feedback   |  |  |  |  |  |
| E2   | Feedback are constrictive and politely indicate weakness and strength   |  |  |  |  |  |
| E3   | Management evaluate and analyses the reasons for failure to obtain business from prospect or for loss of customer |  |  |  |  |  |
| E4   | Management provide evaluation of performance feedback with its solution   |  |  |  |  |  |
| E5   | The a feedback provided also indicate what sales should be improved in the form of formal document                |  |  |  |  |  |

| <b>Sales Performance after training</b> |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
| SP1                                     | The trainings identify need of sales and solve constraints of sales               |  |  |  |  |  |
| SP2                                     | The training highly improve my knowledge of products                              |  |  |  |  |  |
| SP3                                     | The training highly improve my skill of communication with customers              |  |  |  |  |  |
| SP4                                     | The monitoring and evaluation system of the training improve my sales performance |  |  |  |  |  |
| SP5                                     | The training overall improve competitive position of my organization              |  |  |  |  |  |

### **Interview Guided Questions**

1. How do you see the organization need assessment? Does it adequately Assess important areas including sales forces of the organization or?
2. Do you believe that the organization assist sales training in material and finance adequately? If not what do you suggest how the organization supports the program?
3. How do you explain effectiveness regarding Knowledge contents as well skill and frequency of the training
4. Do you believe that the training provided in the organization effective? If not where do you suggest that the factor affect the training process, such as, challenges of need assessment, budget allocation, or managerial support and feedback after training? Please explain it briefly
5. How did you explain sales training challenge and its effect on sales as well as organizational performance?