Chapter V
Theoretical Background, Hypotheses and
Scale Development

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Chapter V
Theoretical Background, Hypotheses and
Scale Development

5.1 Introduction

This chapter raises the curtains by delving into the determinants of sales performance. After examining the theoretical background, it goes on to develop the conceptual framework for this research. Operational definitions are elucidated, hypotheses postulated and scales developed.

5.2 Determinants of sales performance

There is a difference between organizational performance and salesperson performance (Emin Babakus et al., 1996). They opined that salespeople should be evaluated only on those factors which they can control. This was endorsed by Johnston et al. (2014) who added that if two salespeople are being compared, external factors like territory, ease of doing business etc. need to be factored in.

The present study is focused more on individual sales performance and following are the factors which determine sales performance:

- Macro environment, outside of which the organization is operating
  - Market/Economic conditions (Adkins, 1979)
  - Competitive pressures in terms of products, strategies and pricing policies (Ryans & Weinberg, 1979)
  - Social trends
  - Technological innovation
  - Government policies
  - Legal and ethical environment
  - Natural resources
  - Economy etc.
  - Market potential (Ryans & Weinberg, 1979)
- The targeted customer’s needs and attitudes
  - Awareness of alternatives and how much are they able to progress without
any interaction with salespeople
The buyer centre politics
Their attitudes with respect to our offer
Their expectations from the salesperson

- The sales management processes and their effectiveness in terms of
  - Sales force size and structure
  - Sales leadership practices
  - Territory design (E. Babakus, Cravens, Grant, Ingram, & LaForge, 1994)
  - Feedback effectiveness of sales managers
  - Coaching effectiveness of sales managers
  - Average ticket size
  - Number of products handled by each salesperson
  - Culture of organization

- The salesperson himself
  - The quantity of his efforts
  - The quality of his efforts
  - The direction of his efforts in terms of product direction and customer direction
  - His knowledge (declarative as well as procedural) and skill levels
  - His learning orientation
  - His performance orientation
  - His adaptability while selling
  - His motivation levels (manifested in terms of his daily efforts)
  - Level of trust the salesperson is able to build in the customer (manifested
    in terms of his quality of interactions with the customer/efforts)
  - Emotional stability
  - Involvement in work
  - Level of co-operation internally
  - Level of goodwill created with the customer

- Sales force control system which is used in terms of:
- Whether outcome based or behaviour based or hybrid system

Yammarino (1997) evidenced that sales managers have a great impact on their subordinates in terms of their job satisfaction, motivation and effectiveness and thus their performance. They are the drivers of salesperson behaviour and subsequent salesperson performance.

Flaherty, Pappas, & Allison, (2014) assert that it is critical to understand how the sales force control system is in sync with other factors related to the organization, individual sales people and the environment in which the organization operates.

The present study restricts itself to studying of the supervisory orientation and its impact on learning and performance orientation and adaptive behaviour of business-to-business salespeople.

5.3 **Theoretical background**

The present study examines four different concepts and their interrelationships. The four concepts are:

- Sales force control system (Sales supervisor orientation)
- Salesperson goal orientation
- Salesperson adaptive behaviour
- Salesperson performance

Each of these concepts have been studied previously by various researchers. The present study goes on to examine the studies based on the above concepts, operationalizes these concepts through definitions and then goes on to build the conceptual framework. Hypotheses have then been formulated, scales developed and an empirical study conducted.

Churchill (1979) opined that extant literature should be the basis of questionnaire items. New items should be developed only if there is dearth of previous empirical research. Thus, it became important to study the typology of constructs to be studied.

5.3.1 **Typology of sales force control systems**

Cravens et al. (1992) propounded that sales supervision has an important role to play in organizational effectiveness. First line managers are the difference between high and low performing organizations.
In early days of academic study on sales and sales management, there were several studies which dealt with specific aspects like

- Type of product - pharmaceuticals as studied by Futrell (1976),
- New products as studied by Ahearne et al. (2010), and
- Specific industry-service industry as studied by Pappas and Flaherty (2008).

The concept of sales force control systems was first conceptualized by Anderson and Oliver (1987). They described a sales control system as “an organization’s set of procedures for monitoring, directing, evaluating and compensating its employees.”

The purpose of the control system is to make sure that organizational objectives are met. They conceptualized that a control system can be where the sales supervisor monitors only the final outcome of the selling process and another where they monitor the individual stages of the selling process.

Cravens et al. (1993) studied sales force characteristics, salesperson performance and sales organization effectiveness. They found that field based management control was linked to diverse aspects of performance achieved by the sales team. They also emphasized that with intense competition between various organizations, there needs to be flexibility in handling salespeople. They also stressed that past methods and systems need to be continually assessed and checked for relevance.

Robertson and Anderson (1993) studied the effects of sales control system on ethical behaviour demonstrated by salespeople. They defined sales control system in terms of observing, overseeing and compensating the sales team. They found that salespeople who were working under an “behaviour-based” control system demonstrated more ethical behaviour that those working under an “output-based” control system. Salespeople who viewed the market as competitive were more prone to unethical behaviour.

Babakus et al. (1996) tested a model between sales management control system, sales territory design, Salesforce behaviour and sales performance. They found that if “behaviour-based” control is used, sales supervisors were more satisfied with their sales territory designs and sales performance. This study was also corroborated by Grant and Cravens (1996).
Piercy et al. (1999) posited that both “output-based” control as well as “behaviour-based” control had an impact on behaviour performance as well as outcome performance.

This was followed up by Jaworski (1988) who proposed three types of control: output control (where end result standards are set and measured, means of achieving them are not looked into), social control (where every individual unit has its own standards and team members need to conform to these standards and deviations punished) and lastly cultural control (based on broader themes and values built through stories and social norms).

Jaworski et al. (1991b) posited that if the feedback by sales supervisors is positive and motivates the sales team, it improves their performance. Negative feedback demotivates the sales team. Their performance may improve but not to an extent when the feedback is positive.

A positive association was found between “behaviour-based” control system and effectiveness of sales organizations. Such managers review both sales performance as well as daily sales results (N. F. Piercy et al., 1997). This was corroborated by Baldauf et al. (2001).

Joseph and Thevaranjan (1998) posited that efforts of salespeople can be put in two directions: internal and external. Internal efforts need to be put by salespeople in co-ordinating with manufacturing team for deliveries and external efforts need to be put in co-creating with the customer so as to add value. Efforts in the external dimension are the ones which bring in the sales. According to them, an optimum balance between incentives and monitoring would be the right approach to take by the sales managers.

Baldauf et al. (2002) studied sales force control from two levels in the organization: Firstly, the senior management who play a strategic role in sales by defining what are the focus products, focussed markets and the type of control which needs to be used by the organization and secondly, the first line managers who need to evaluate daily/fortnightly/monthly sales outcomes by individual salespeople.

Piercy et al. (2003) examined from a perspective of gender of sales managers and how do the salespeople perceive use of sales control tools.
Barker (a. T. Barker, 2001) found that high performing organizations have sales supervisors who are actively involved in training and coaching their team members.

5.3.2 Typology of goal orientation of salespeople:
Following are the studies done by various researchers on the subject of goal orientation of salespeople:

Sujan et al. (1994) set forth that there are two broad working styles: working hard and working smart. Working smart is activity that develops knowledge of selling situation and using that knowledge in other situations. Learning goal orientation increases working smart as well as hard whereas performance goal orientation increases only working hard.

Kohli et al. (1998) developed a framework of influence of sales supervisor’s orientation on goal orientation of salespeople.

Harris et al. (2005) studied effect of “learning orientation” and “performance orientation” on customer and selling orientation and found that “learning orientation” has a positive association with “customer orientation” whereas “performance orientation” has a positive association with “selling orientation”.

Paparoidamis (2005) advanced that sales supervisors’ learning orientation affects salesperson’s goal orientation. He further submitted that sales supervisors need to create an atmosphere for salespeople.

Terno et al. (2012) studied the chain of effects that happen while converting sales strategy into individual sales performance

Matsuo et al. (2013) postulated that in the early stages of change, sales supervisors should use lesser number of indicators for “behaviour-based” control. They further stated that “behaviour-based” control smoothens the way for learning when skill development is the focus.

5.3.3 Typology of adaptive selling of salespeople:
Following are the studies done by various researchers on the subject of adaptive selling of salespeople:
Weitz (1981) studied and delineated factors connected with salesperson effectiveness in affecting customers during relational interactions.

Spiro and Weitz (1990) expounded that different types of customers require different approaches. Developing the construct of adaptive selling, they said that salespeople need to have the ability of altering the sales approach during interactions. Information needs to be collected so that selling approach can be changed, if required.


Chakrabarty et al. (2008) examined the effect of sales supervisor adaptive selling and feedback on salesperson’s performance.

5.3.4 **Typology of sales performance of salespeople:**

Slater and Olson (2000) found that salespeople prospecting achieve more when outcome based supervisory control is moderate.

Donassolo and Matos (2014) examined the factors affecting sales performance.

5.4 **Conceptual Framework of study:**

Based on the points discussed above, a revised conceptual framework based on the work done by Kohli et al. (1998) was devised by the researcher and is given overleaf in Figure 5.1:

5.5 **Definitions of constructs**

This section gives the operational definitions of constructs which have been used in the questionnaire. Based on extant theoretical and practical foundations, each of the seven constructs were further developed into multiple items, thus creating a stronger measure of underlying constructs. This is because many of the constructs can only be measured through “observable indicators.” Also no single indicator can throw light on the full meaning of the underlying construct (Steenkamp & Baumgartner, 2000).
This study attempted to validate the above model through an empirical study.

Use of multiple-item scales helps in better measurement as:

- Specificity of single items can be averaged out when several items are combined.
- Reliability increases and measurement error decreases with more number of items
- Random measurement error is reduced

The seven constructs being used in the proposed model were-“End result orientation” of sales supervisors, “activity orientation” of sales supervisors, “Learning orientation” of sales supervisors, “learning orientation” of salespeople, “performance orientation” of salespeople, “adaptive selling behaviour” of salespeople and “sales performance” of salespeople. These constructs are in line with the constructs used by Kohli et al. (1998), except that the construct of adaptive selling behaviour was added by the researcher.

Each construct was given an operational definition and then broken down into further elements/items. Pilot surveys conducted before the final survey indicated that the scales are generally one-dimensional and reliable.
Following are the operational definitions of each of the seven constructs:

1. Supervisory end result orientation:
   
   This construct was studied by Oliver and Anderson (1994), Kohli et al. (1998), Jaworski (1988) and Dubinsky et al. (1995).

   Supervisors having end-result orientation focus their attention entirely on achieving results. They however leave the sales strategies to the salespeople. Level of sales effort required is also left to the salespeople. This construct is based on the concept of output or “outcome-based” control. This form of sales leadership is Laissez-Faire type of leadership where the sales supervisor does not pay too much of attention and employs a “sink or swim” approach. Thus, sales supervisors who exhibit end-result orientation are concerned more about achieving the results rather than the process behind it. Therefore, their discussions with their subordinates centre more on only results rather than on how the results have been achieved.

2. Supervisory activity based orientation:
   
   This construct was studied by Oliver and Anderson (1994), Kohli et al. 1998), Jaworski (1988) and Dubinsky et al. (1995).

   Supervisors having activity based orientation focus on the routine and mechanical activities of the salesperson (for example, number of sales calls per week, number of proposals to be sent in a month, number of demonstrations to be done per fortnight, number of trials to be conducted etc.). Such supervisors specify the activities which they want the salesperson to perform. They believe that efforts in right quantity, quality and direction produce sales results. They also monitor, analyse and plan these activities for the salesperson and review these activities. This construct is based on the concept of behaviour based control.

3. Supervisory coaching orientation:
   
   This was studied by Kohli et al. (1998).

   Capability or coaching orientated sales supervisors focus on developing the salesperson’s sales competencies. This would in turn enhance quantity, quality and direction of their sales efforts. A supervisor having coaching orientation is
more of a coach rather than a salesperson. He specifies what it takes for the salesperson to achieve results and enhances those skills.

4. Salesperson learning orientation:
   This construct was studied by Dweck and Leggett (1988) and also by Kohli et al. (1998).
   Salespersons who have a learning orientation have a strong desire to improve and achieve great proficiency in their selling skills and abilities. They view challenging situations as opportunities to improve their competence. They are not concerned unduly about making mistakes and persist in their efforts even if they fail. Thus, learning orientation is manifested in mastering new skills and using them in handling new selling situations.

5. Salesperson performance orientation:
   This construct was studied by Ames and Archer (1987) and subsequently by Ahearne et al. (2010).
   Salespersons who have a performance orientation focus on performing well because they see good performance as a means of achieving “extrinsic rewards” from supervisors. They are concerned about being seen as “able” and showing evidence of being successful. Individuals having performance orientations demonstrate and validate their competence and thus get recognition from their supervisors involving a short term focus. They concentrate on short term as opposed to learning orientation which focuses on long term.

6. Salesperson adaptive behaviour:
   This construct was first studied by Spiro and Weitz (1990).
   Salespeople who have high adaptive selling behaviour use different selling approaches depending upon different selling situations. They also the confidence in using different approaches and also the ability to alter the approach mid-way.

7. Sales performance:
   This construct was studied by Sujan et al. (1994) and subsequently by Kohli et al. (1998).
   Sales performance is measured by various aspects like generating sales, selling high profit margin products etc.
5.6 Operationalizing the constructs through scales

Using the constructs used by various researchers and also existing indicators, scales to be used for present study were developed by the researcher using appropriate measurements.

Construct: Supervisory end-result orientation

A 5 point scale to be used, using labels of “strongly disagree” to “strongly agree”

Items:

i. My supervisor sets the sales targets and tells me about what I need to achieve very clearly
ii. My supervisor monitors my sales results frequently
iii. During reviews, discussions with my supervisor is centred on level of achievement vs target
iv. My supervisor, while discussing on results, talks more on “what I need to achieve rather than how I can achieve the sales targets”
v. My supervisor focuses more on the results rather than the process of achieving them

Construct: Supervisory activity orientation

A 5 point scale to be used, using labels of “strongly disagree” to “strongly agree”

Items:

i. My supervisor informs me about the sales activities I am expected to perform
ii. My supervisor undertakes considerable monitoring of my sales activities in terms of number of calls
iii. My supervisor helps me plan my sales activities
iv. My supervisor informs me whether I meet his/her expectations on sales activities
v. My supervisor prescribes to me which customers I need to go more to and which products I need to talk about more
vi. My supervisor while discussing on performance, talks more on “what I need to do to achieve the sales targets rather than discussing only on target vs achievement of sales results
Construct: Supervisory coaching orientation

A 5 point scale to be used, using labels of “strongly disagree” to “strongly agree”

Items:

i. My supervisor has standards by which he evaluates my selling skills
ii. My supervisor periodically evaluates my selling skills
iii. My supervisor provides guidance on what I need to do to improve my knowledge and skills
iv. My supervisor makes joint calls with me with an objective of observing me on the field and giving feedback
v. My supervisor constantly assigns tasks to me with an objective of developing my knowledge and skills
vi. During a review of performance, my supervisor always discusses with me about how to improve my knowledge and skills as a salesperson

Construct: Salesperson learning orientation

A 5 point scale to be used, using labels of “strongly disagree” to “strongly agree”

Items:

i. As a salesperson, I believe that there are lot of new things to learn in selling
ii. As a salesperson, I spend time after sales calls to analyse the call and take learnings from it so as to improve my sales skills
iii. As a salesperson, I like learning about new approaches in selling
iv. As a salesperson, if I fail in a sales situation, I persist with the prospect and try out some new approaches
v. As a salesperson, I believe it is important to constantly improve my competence in selling

Construct: Salesperson performance orientation

A 5 point scale to be used, using labels of “strongly disagree” to “strongly agree”

Items:
i. As a salesperson, I spend a lot of time thinking about how my sales performance compares with other salespeople

ii. As a salesperson, I work on prospects/customers where I feel my success level will be higher

iii. As a salesperson, I always try to communicate my achievements to my supervisor

iv. As a salesperson, I feel good when I know that I have achieved better sales results than my other colleagues

v. It is very important that my supervisor sees me as a good salesperson

Construct: Salesperson adaptive selling behaviour

A 5 point scale to be used, using labels of “strongly disagree” to “strongly agree”

Items:

i. I try to understand how one customer differs from another

ii. Each customer requires a unique approach

iii. I feel confident that I can effectively change my planned presentation when necessary

iv. I am very flexible in the selling approach I use

v. I like to experiment with different sales approaches

vi. When I feel that my sales approach is not working, I easily change to another approach

vii. I am sensitive to the needs of my customer

viii. I am able to adapt my presentation style to certain buyers

Construct: Sales performance

A five point scale to be use, using labels “Much worse” to “Much better”

Items:

i. Relative to my peers, my performance in terms of identifying major accounts and selling to them is

ii. Relative to my peers, my sales volume is

iii. Relative to my peers, my selling of high profit margin products is

iv. Relative to my peers, my achievement with regards to sales targets is
v. Relative to my peers, my selling of new products is
vi. Relative to my peers, my assistance to my sales supervisor in achieving his target is

5.7 Hypotheses development

In this section, possible linkages between various constructs are discussed and hypotheses formed.

Care has been taken by the researcher that each of the hypothesis formed satisfied the following criteria:

- Hypothesis was simple and clear and one-dimensional in nature
- Hypothesis was capable of being measured
- Hypothesis took into account the existing body of knowledge for the respective constructs
- Hypothesis was “operationalizable”

“Supervisory end-result orientation” and “learning orientation” of salespeople:

When the sales supervisors have an end-result orientation, salespeople are freer to select how they want to achieve results and are resistant to learning new methods (E. Anderson & Oliver, 1987). As salespeople are only asked for results, they are not bothered about the process of getting results. Salespeople tend to focus on short term results and therefore will not focus on learning. Thus, it is expected that there will be a negative relationship between “end-result supervisory orientation” and “learning orientation” of salespeople.

H1: There is no association between End-result orientation of supervisors and salesperson learning orientation

H1a: End-result orientation of supervisors has a negative impact on salesperson learning orientation

“Supervisory end-result orientation” and “performance orientation” of salespeople:

When sales supervisors have an end-result orientation, they evaluate salespeople on basis of sales results which they achieve. This is likely to foster higher performance orientation of salespeople as they will look at achieving results as test of their
competence. Salespeople would also start comparing their results within themselves and competition within themselves would increase. Salespeople would like to see success as demonstration of their ability and they would like their sales supervisor to notice their performance and praise publicly. Thus, it is expected that if sales supervisors have an end-result orientation, salespeople will have a higher level of performance orientation.

H2\(\square\): There is no association between “end-result orientation” of supervisors and “salesperson performance orientation”

H2a: “End-result orientation” of supervisors has a positive impact on “salesperson performance orientation”

“Supervisory activity orientation” and “learning orientation” of salespeople:

When sales supervisors have an activity orientation, they almost spoon-feed the salespeople on what they should do to achieve sales results. They communicate with their team more frequently which increases salesperson sensitivity to evaluation. Salespeople are told how many calls need to be made, how many demonstrations need to be done, how many top management people needed to be met etc. Salespeople follow the steps suggested and achieve results if the efforts are in the right quantity, quality and direction. Thus, over a period of time, they learn the linkage of efforts and results. Hence it is expected that if sales supervisors have an activity-orientation, the salespeople learn more

H3\(\square\): There is no association between Activity orientation of supervisors and salesperson learning orientation

H3a: Activity orientation of supervisors has a positive impact on salesperson learning orientation

“Supervisory activity orientation” and “performance orientation” of salespeople:

When supervisors have activity orientation, they evaluate, monitor and plan all activities. They are likely to communicate with salespeople more closely. This increases sensitivity of salespeople to be seen as competent and high performers. They would like to be seen good in the eyes of the supervisor and therefore there is
likely to be a positive relationship between “supervisory activity orientation” and “performance orientation” of salespeople.

H4: There is no association between Activity orientation of supervisors and salesperson performance orientation

H4a: Activity orientation of supervisors has a positive impact on salesperson performance orientation

“Supervisory coaching orientation” and “learning orientation” of salespeople:

When supervisors have a coaching orientation, they function as a coach, constantly developing skills of their salespeople. They enable the salespeople to improve themselves. They convert routine tasks at work to learning opportunities in a planned way. The salespeople then expect their supervisors to fulfil their need to achieve, need to learn and need to contribute. This increases the learning orientation of salespeople.

H5: There is no association between coaching orientation of supervisors and salesperson learning orientation

H5a: Coaching orientation of supervisors has a positive impact on salesperson learning orientation

“Supervisory coaching orientation” and “performance orientation” of salespeople:

When supervisors have a coaching orientation, they constantly look at ways and means of improving skills of their salespeople. They enable their sales team to improve themselves. They convert routine tasks at work to learning opportunities in a planned way. The salespeople learn because of the coaching of the sales supervisor. Those who receive coaching then see better results and start comparing their results with others. This increases the learning orientation of salespeople. Salespeople also become more sensitive to performance appraisals by their supervisors.

H6: There is no association between “coaching orientation” of supervisors and “salesperson performance orientation”

H6a: “Coaching orientation” of supervisors has a positive impact on “salesperson performance orientation”
“Salesperson adaptive selling behaviour” and “sales performance”: 
Salespeople who practise adaptive selling are expected to deliver better sales performance. This is because they can adapt themselves to the behaviour of the prospect/customer and also the selling situation. When a particular approach does not work, adaptive salespeople change their sales approach. Therefore, there is likely to be a positive association between “adaptive selling behaviour” and “sales performance” of salespeople

H7: There is no association between adaptive selling behaviour of salespeople and their sales performance

H7a: Salespeople who exhibit adaptive selling behaviour achieve better results

“Learning orientation”, “adaptive selling behaviour” and “sales performance”: 
A salesperson having high learning orientation take newer and newer approaches to selling effectively and are not afraid of failing. They also accept challenges of moving into uncharted waters. They realize quickly that the approach they are taking while selling to different customers has to be different for different customers. They are therefore likely to adapt to different selling situations faster and hence get better results. This type of approach is beneficial to them in the long run because it helps them gather decisive knowledge of how to adjust their customer interactions which is adaptive sales behaviour. This has found support in earlier studies including Vandewalle (1997); McFarland and Kidwell (2006). However Kohli et al. (Kohli et al., 1998) have found no significant relationship between learning orientation and sales performance. Studies indicate that learning orientation encourages sales people to adapt their behaviour and work smart (Sujan et al., 1994). Thus it is likely that learning orientation has a positive relationship with salesperson performance. However this relationship is likely to be mediated through adaptive selling behaviour.

H8: There is no association between learning behaviour of salespeople and their sales performance

H8a: Positive relationship between salesperson learning orientation and sales performance is stronger for salespeople who exhibit adaptive selling behaviour
“Performance orientation”, “adaptive sales behaviour” and “sales performance”:

Salespeople have a high performance orientation focus on immediate results (Harris et al., 2005). They work hard towards sales goals (Sujan et al., 1994). Salesperson having a high performance orientation compare their performance with supervisor’s expectations and performance of their peers. They have a desire for recognition from others and therefore are likely to put in greater effort to achieve even better results. They are also likely to select customers having greater chance of conversion. Thus, it is likely that salespersons having higher level of performance orientation are likely to achieve better sales performance. They are also likely to realize that all customers are not the same in terms of behaviour and are therefore likely to modify/adapt their behaviour to convert customers.

H9: There is no association between performance orientation of salespeople and their sales performance

H9a: Positive relationship between performance orientation of salespeople and sales performance is stronger for salespeople who exhibit greater adaptive selling behaviour

Type of sales and supervisory orientation:

Sales can be repetitive in nature, complex in nature and a combination of repetitive and complex. Depending upon the type of sales involved, the salesperson is likely to require varying amount of support. For a complex sale, sales supervisor is likely to extend more support and therefore activity based orientation is likely to be higher. Similarly, for a repetitive type of sale, sales supervisor is likely to let the salesperson make his own decisions on activities to be carried out and strategies to be used.

H10: There is no association between nature of sales and supervisory end orientation

H10a: If organization is engaged in more repetitive sales, sales supervisor is likely to have more end result orientation

H11: There is no association between nature of sales and supervisory activity orientation
H11a: If organization is engaged in more complex sales, activity orientation of sales supervisor is higher

5.8 Conclusion

Sales performance is dependent on a host of factors: the macro environment, the targeted customer’s needs and attitudes, the sales management processes and their effectiveness and finally the salesperson himself. The present study examined four different concepts and their relationships: the sales force control system, the sales goal orientation, the sales adaptive behaviour and finally the salesperson performance. Supervisors can have three distinct types of orientation—an “end-result orientation” where results are sacrosanct and the sales supervisors leaves it to the salespeople to figure out how to achieve the results, an “activity-based orientation” where the sales supervisor monitors, analyses and plans how the results need to be achieved and lastly the “coaching orientation” where the sales supervisor ensures that the salespeople have the capability of completing the activities in the right quantity, quality and direction so that they achieve results. Salespeople have two types of orientations—a “learning orientation” (where they want to master skills continuously) and “performance orientation” (focus on achieving results so that they are seen as being successful by their supervisors). Also, successful salespeople have a different approach to different types of customers. They adapt to either the selling situation or the nature of prospects. Sales people’s sales performance is measured on basis of performance relative to peers. A conceptual framework was developed using seven constructs. These constructs were further operationalized using multiple scale items based on extant literature as well as researcher’s experience. Eleven hypotheses were developed for further testing.