FLORIDA INTERNATIONAL UNIVERSITY

Miami, Florida

DETERMINING EFFECTIVE REMOTE SALESFORCE PERFORMANCE: A STUDY OF VIRTUAL SELLING IN THE UNITED STATES

A dissertation submitted in partial fulfillment of

the requirements for the degree of

DOCTOR OF BUSINESS ADMINISTRATION

by

Sherrard Spiers

2024

To: Dean William G. Hardin

College of Business

This dissertation, written by Sherrard Spiers and entitled Determining Effective Remote Salesforce Performance: A Study of Virtual Selling in the United States, having been approved in respect to style and intellectual content, is referred to you for judgment. We have read this dissertation and recommend that it be approved.

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Florida International University, 2024

DEDICATION

To my dearest Lisa,

As I embark on the culmination of many years of academic pursuit, I find myself overwhelmed with gratitude for your unwavering love, support, and encouragement throughout this journey. This dissertation stands not only as a testament to my academic endeavors but also as a tribute to the profound impact you've had on every aspect of my life.

Your patience, understanding, and countless sacrifices have enabled me to focus on my studies with unwavering determination. But beyond the academic realm, your presence has been the greatest gift of all. Your resolute belief in me has been the catalyst for my success, propelling me forward with renewed determination and purpose.

As I dedicate this dissertation to you, I do so with reflective gratitude and boundless love. You are not only my partner in life but also my confidante, and my greatest source of inspiration. May this work serve as a token of my appreciation for all that you are and all that you do.

With all my love,

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ABSTRACT OF THE DISSERTATION

DETERMINING EFFECTIVE REMOTE SALESFORCE PERFORMANCE: A STUDY OF VIRTUAL SELLING IN THE UNITED STATES

by

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Florida International University, 2024

Miami, Florida

Professor George Marakas, Major Professor

This dissertation identifies and analyzes key considerations driving sales performance of today's salespersons. It examines antecedents affecting a salesperson's sales effort and sales performance whether that salesperson works in a face-facing sales position or in a virtual, or omni (i.e., both remote and in-person) sales position.

An original, domestic survey was conducted in October 2023, polling remote salespersons, hybrid salespersons and physical face-to-face (in-person) salespersons in the food and beverage industries. This research is especially important for selling organizations transitioning to remote or at the very least omni work especially as remote work is no longer the 'work of the future' as recent estimates determine that "by 2036 approximately 60% of the workforce will not know what it is like to commute to work and will only know of remote work" (Lund et. al., 2019).

The truth is there has been a lack of understanding of the basic correlates of sales effort and performance and, as of now, there have been no impressive studies on remote or hybrid selling. Further, the poor results of the current and previous studies on salesperson

performance may be in part due to, amongst other things, the possibly lacking measures of salesman performance. We therefore offer a model and method of predicting and evaluating the performance of in-person, remote and hybrid salesmen and in doing so propose a revised conceptual model for determining the antecedents of sales performance which is moderated by sales channel, personality and an individual's personal attributes (as age, gender, job tenure, education, etc.).

The evidence of the results of the study shows that interpersonal, salesmanship skills, technical knowledge skills, role ambiguity and perceived leadership empowerment does in fact contribute to and hold utility as predictors of a salesperson's sales effort and a salesperson's sales performance. Further the actualities shows that the moderating effect of personality, sales channel and personal attributes on sales effort and sales performance also affects the relationship between sales effort and sales performance.

Keywords: sales effort, sales performance, interpersonal skills, salesmanship skills, technical knowledge skills, sales abilities, role ambiguity, perceived leadership empowerment, remote work, virtual selling, face-to-face selling, hybrid selling, sales channels, personality, individual characteristics

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I. INTRODUCTION

Advances in technologies has accelerated the pace of change in most industries and most jobs, including sales. Lund et. al (2019) in their 124-page review "The Future of Work in America: Today and Tomorrow" state that "while some occupations will shrink, others will grow" and "the tasks and time allocation associated with every job will be subject to change". It is no surprise therefore that sales and the selling environment, likewise, is rapidly changing and developing and it is critical to businesses that we not only examine and determine what are the drivers of the evolving remote and hybrid sales performance but even more precisely to determine what are the drivers for effective salesforce performance in the United States today.

Notably though is the fact that studies over the last half of a century have produced inconsistent results with respect to what factors affect sales performance. And, now that many sales teams in 2024 are in effect working either remotely or in a hybrid sales setting, relooking the issue to determining what factors affect face-to-face sales, remote sales or hybrid sales performance is greatly needed especially as much of the prior research and central concepts of personal selling and sales management as the Multiple-Determinant Perspective (Churchill et. al. 1985) to Salesperson's Performance Model (Walker et. al, 1977) to Vroom's Expectancy Theory (V.H. Vroom,1964) to Lewin's (1947) Change Management Theory have attempted to predict performance across salespeople in different kinds of sales jobs and in different firms and industries, these studies did not consider the impacts of the different selling channels, personal attributes and personality on salesforce effectiveness. The truth is that there is insufficient knowledge of the fundamental factors that influence sales outcomes.

Research on Sales and Sales Performance

Appraisal of an individual's performance is the systematic evaluation of individual's job-relevant strengths and weak nesses. Churchill, Ford and Walker (1985) conceptualized "performance" as being comprised of three constructs: behavior, performance and effectiveness. However, most prior research on salesforce performance has used either single indicators of sales volume or multiple ratings by customers, sales managers, or salespeople to measure sales performance. This research attempts, like Churchill, Ford and Walker (1985), to uncover these causal relationships.

In 1977, Walker et al. conducted systematic research examining the influence of salespeople's personality factors and a wide range of other antecedents on sales performance. They found that sales performance research was practically non-existent at the time, and sales executives largely relied on their own expertise to determine the factors driving their success. To address this gap, Walker et al. developed a framework outlining the determinants of salesperson performance, which included personal, organizational, and environmental factors that affect sales performance through motivation, aptitude, and role perceptions. Their research also highlighted that while high sales performance was critical for businesses, academia had relegated the study of this field to a secondary status.

Building on this work, Churchill et al. (1985) conducted an extensive meta-analysis of 116 published and unpublished studies from 1918 to 1982, which re-categorized the factors influencing sales performance into six broad areas: personal factors, skills, role, aptitude, motivation, and organizational factors. However, Churchill et al. noted a significant limitation of their study was the lack of consistent methods for

measuring sales performance or the predictor variables. Therefore, they called for future researchers to develop and use standardized measures when analyzing sales performance predictors.

More recently, Guenzi et al. (2016) found that "companies across the globe spend millions of dollars on sales training but often fail to address the potential effect of personal attributes of salespeople on high sales performance". Additionally, research by Hamstra et al. (2015) suggests that personal attributes of salespeople can account for up to 38% of the variance in monthly sales performance. This indicates the relationship between salespeople's personal characteristics and their sales performance may be more significant than previously understood.

In summary, the research in this area has evolved from a lack of academic focus on sales performance to a recognition of the importance of personal, organizational, and environmental factors in driving sales success. However, there remains a need for more consistent and standardized approaches to measuring these factors and their impact on sales performance.

For businesses, the problem that exists is that managers and companies often do not have a comprehensive understanding of the key factors that influence the sales performance of their salespeople. Therefore, by gaining a deeper insight into the specific personal attributes and other determinants that drive a salesperson’s performance it will enable organizations to more effectively hire, train, motivate and manage their sales teams and optimize sales outcomes.

Thus, the purpose of this quantitative correlational study as this was to examine the relationship between behavioral, individual and environmental factors and the sales effort and sales performance of today's salespeople.

Statement of the Problem

As such, I proposed a revised conceptual model for determining the antecedents of sales effort and sales performance while examining the moderating effect of sales channel, personality and personal attributes on sales effort and performance.

Significance of the Study

Despite extensive empirical research spanning over 100 studies, researchers have struggled to satisfactorily explain the observed variations in salesperson performance. As noted by Churchill et al. (1985), no single behavioral, environmental, or organizational factor has been found to account for, on average, more than 10% of the variance in salesperson performance.

This lack of strong explanatory power suggests that the determinants of sales performance differences among individuals remain largely unknown, despite the considerable academic effort devoted to this question. The inability to identify the key drivers of performance variations among salespeople represents a significant gap in the current understanding of this critical business function.

It is important to note that to date no impressive studies have been conducted on remote selling. I therefore proposed not only develop a model and method of predicting and evaluating the performance of face-to-face, hybrid, and remote salesmen but to put

forward applicable and applied suggestions for the management of the “new” virtual salesforce as it relates specifically to the food and beverage industry in the United States.

We therefore offer a model and method of predicting and evaluating the performance of in-person, remote and hybrid salesmen and propose a revised conceptual model for determining the antecedents of sales effort and sales performance by further moderating the mediating and dependent variable by sales channel, personality and an individual’s personal attributes (as age, gender, job tenure, education, etc.). Finally, our overall goal was to provide greater insight into the determination of valid sales performance measures in general and for the United States. Altogether, my hope was that this paper will serve as a step toward building a wide-ranging, well-rounded body of knowledge on the management of in-person sales, remote and hybrid salespersons and the management of same which will be useful to practitioners and scholars alike.

In examining the factors of a salesperson's interpersonal skills, salesmanship skills, technical knowledge skills, role ambiguity, and perceived leadership empowerment we hoped to uncover what are the relevant drivers for remote salesperson’s sales effort and performance and present the results of the analysis of both the significance of the antecedents of remote sales performance. We set out to show the results of our moderator analysis that investigated how the differences in determinant sales channel, personality and individual attributes moderates (affects) the sales performance relationships. Through regression analysis, we hoped to determine the appropriate predictor variables that drive and correlate to the criterion variable of performance and provide the structural link among each of the explanatory factors related to salesperson performance. Our overall

goal was to therefore provide greater insight into the determination of valid remote sales performance measures.

The Research Question

We therefore set out to answer what factors (interpersonal skills, salesmanship skills, technical knowledge skills, role ambiguity, and perceived leadership empowerment) affect a salesperson's effort and sales performance in the various market places and how is a salesperson's performance affected by their personal factors and attributes, their personality and by their choice of sales channel (face-to-face, remote or hybrid selling) employed and utilized?

II. REVIEW OF THE LITERATURE

General Background Information and Theory

Expectancy Theory, developed by Vroom in 1964, has emerged as one of the most extensively researched frameworks for understanding and predicting work motivation, effort expenditure, and job performance. The Vroom Model, developed in the 1960s, has served as a foundational framework for researchers examining a wide range of work-related variables. Many subsequent studies have built upon this original model to describe and predict factors such as: Job effort and job performance; Job satisfaction; Organizational practices; Managerial motivation; Occupational choice; The importance and effectiveness of pay; and, Leadership behavior and leader effectiveness.

Researchers have leveraged the core concepts of the Vroom Model, which focuses on the relationships between expectancy, instrumentality, and valence, to investigate how these motivational drivers influence various work-related outcomes. By expanding upon this seminal model, scholars have been able to gain deeper insights into the complex factors that shape employee attitudes, behaviors, and performance in organizational settings.

The widespread application of the Vroom Model across diverse work-related domains underscores its value as a robust theoretical framework for understanding the motivational processes underlying a wide range of workplace phenomena. The continued research building upon this foundational work has helped to further elucidate the motivational mechanisms that contribute to individual and organizational effectiveness.

Such widespread applicability indicates the degree of generality and usefulness of Vroom's Expectancy Theory Model (also known as the VIE Theory) to describe and predict work motivation, job effort, and job performance. VIE theory has also served "as the basis for research in diverse areas as decision making, learning theory, verbal conditioning, achievement motivation, social power, coalition formation, attitudes, and organizational behavior" (Reinharth and Wahba, 1975) with experts and researchers expressing that "expectancy theory is an individual theory of motivation which assumes outcomes chosen by the individual" (Reinharth and Wahba, 1975). Vroom's (1964) VIE Theory encompasses three interrelated models: the valence of outcome model, the work motivation model, and the job performance model.

The valence of outcome model, often equated with job satisfaction, posits that the valence (or satisfaction) an individual derives from an outcome is a "monotonically increasing function of the algebraic sum of the products of the valences of all other outcomes and his conceptions of the specific outcome's instrumentality for the attainment of these other outcomes" (Vroom, 1964). In other words, the satisfaction an individual experiences from a given outcome depends on how that outcome facilitates the attainment of their other desired outcomes.

The work motivation model examines the factors that drive an individual's motivation to exert effort in their work. This model suggests that an individual's motivation is a function of their expectancy (belief that effort will lead to performance), instrumentality (belief that performance will lead to outcomes), and valence (value placed on the outcomes).

Finally, the job performance model links an individual's motivation to their actual job performance. This model proposes that an individual's job performance is determined by their ability, role perceptions, and motivation.

Collectively, these three interrelated models provide a comprehensive framework for understanding the psychological processes underlying employee attitudes, motivation, and performance in the workplace.

Walker, Churchill, and Ford (1977) maintained that the current knowledge of the determinants of motivation and performance (in industrial selling) “was sadly inadequate and offered a conceptual model which identified a set of individuals, interpersonal, organizational, and environmental variables that may influence a salesman's motivation and job performance”. Building on earlier work, Churchill et al. (1985) proposed a Multiple-Determinant Perspective that uncovered associations between sales performance and several key factors, including: Personal factors, Skills, Role variables, Aptitude, Motivation and Organizational and environmental factors.

Churchill et al.'s meta-analysis revealed that the relationships between these determinants and sales performance were often moderated by variables such as customer type, product type, and the specific measure of performance used. Importantly, the researchers found that the strength of the relationship between the major determinants and salespeople's performance was influenced by the type of products they sell. This suggests that the factors driving sales success may vary depending on the nature of the products and services being offered.

Overall, Churchill et al.'s work provided a more nuanced and comprehensive understanding of the multifaceted drivers of sales performance. By identifying the moderating effects of contextual factors, their research highlighted the need to consider the specific sales environment when examining the antecedents of high sales performance. This multiple-determinant perspective laid the groundwork for future research to further explore the complex interplay between individual, organizational, and environmental factors in shaping salespeople's productivity and success.

That being said, although many prior researchers have focused on a wide variety of predictor variables using these theories, their results, as mentioned, “have not proven to explain a large proportion of variance in the job outcomes of salespeople” (Churchill, et al. 1985) with “none of the predictors by themselves accounting for a great amount of the variation in performance - less than 10% on average”.

Over a decade after the seminal work by Churchill et al. (1985), Verbeke et al. (2008) revisited the classification scheme for sales performance determinants originally proposed by Walker, Churchill, Ford (1977) and Vroom (1964). Verbeke et al. (2008) not only refined this conceptual framework, but also estimated the impact of a range of moderators on the relationships between these determinants and sales performance. Their research demonstrated significant positive associations between sales performance and the following factors: Selling-related knowledge, Degree of adaptiveness, Role ambiguity. Cognitive aptitude and Work engagement.

However, the strength of these relationships was found to be moderated by factors such as measurement method, research context, and sales-type variables. Verbeke et al. (2008) highlighted the inherent complexity in determining the appropriate measure of

sales performance in a given situation. The choice of performance metric can significantly influence the observed relationships between predictors and sales outcomes.

By building upon and extending the earlier classification schemes, Verbeke et al. provided a more nuanced understanding of the multidimensional nature of sales performance determinants. Their work underscored the importance of accounting for contextual factors when examining the drivers of salespeople's productivity and success.

What is Sales Performance?

Sales performance is defined herein as "the total expected value to the organization of the discrete behavioral episodes that an individual carries out over a standard period" (Motowidlo, 2003). The key appreciation in this definition is that "performance is a property of behavior and it is an aggregated property of multiple, discrete behaviors that occur over some span of time" (Motowidlo, 2003). A second important idea is that "the property of behavior to which performance refers is its expected value to the organization" (Motowidlo, 2003). Thus, the performance construct by this definition is "a variable that distinguishes between sets of behaviors carried out by different individuals and between sets of behaviors carried out by the same individual at different times" (Motowidlo, 2003).

The Vroom Model proposed that "performance to be job effort multiplied by ability" (Vroom, 1964). Arvey and Dunnette (1970) in another vein debated that "an additive relationship between ability and expectancy perhaps is a better predictor of performance than is a multiplicative one". Given the inconsistencies in prior findings regarding the role of ability in predicting performance, and the potential methodological challenges associated with incorporating ability measures, the researchers decided to focus this study

solely on the motivational component of expectancy theory, without including an explicit measure of ability.

This approach is consistent with the practices adopted in much of the reported research in this area, including the work of Hackman and Porter (1968), Lawler (1968), Porter and Lawler (1968), and Graen (1969). These earlier studies also relied on the motivational factors of expectancy theory, without incorporating ability as a separate variable.

The researchers acknowledge that by omitting the ability dimension, the findings on job performance should be interpreted with the potential limitation in mind. The effect of excluding ability as a predictor variable should be considered when reviewing the study's conclusions about the determinants of job performance.

This decision to focus the investigation solely on the motivational aspects of expectancy theory, without the added complexity of ability measures, was made to maintain methodological rigor and align with the predominant approaches used in the existing body of research on this topic.

My theoretical bases and thesis therefore combine the change efforts and prior research of Lewin (1947), Vroom (1964), Walker, Churchill, and Ford (1977), Churchill's et. al. (1985) and Verbeke et. al. (2008) showing that effort and performance (the behaviors) (B) are a function, a combination, of both person (personal drivers) (P) and environment (situational drivers) (E), that is, $B = f(P, E)$.

The Arrival of Remote (or Virtual) Selling

Remote salespersons for this study are defined as "geographically and/or organizationally dispersed individuals using a combination of telecommunications and information technologies to accomplish a variety of critical tasks" (Townsend, DeMarie, & Hendrickson, 1998). Remote selling as a process therefore is defined as the process of salespersons "situated in distant locations, collaborating using technology across space and time to accomplish important sales tasks" (Lipnack & Stamps, 2000) and sales teams selling remotely, according to Kirkman and Mathieu (2005), are defined as "the extent to which team members utilize virtual tools to coordinate and execute team processes while taking into consideration the amount of informational value and virtual interaction provided by such communication tools".

Although the early beginnings of virtuality originated as early as 1965 when a computer scientist named Ivan Sutherland envisioned a display that could let a person look into a virtual world that would appear real to the person using the device, it was not though until 1979 that online shopping and selling was invented by entrepreneur Michael Aldrich in the United Kingdom who was able to connect a modified domestic television to a real-time multi-user transaction processing computer via a telephone line. Remarkably, even though online shopping has been around for numerous years – actually, decades – it has only become mainstream recently in the 1990s. Amazon® for example was formed only in 1996, and by 2010 online shopping only made up 6% of all retail sales in the United States. Fast-forward a decade to December 2021 and 21% of retail sales were done online. Interestingly 46% of salespersons in 2021 reported that they will be only selling remotely going forward (Salesforce®, 2021).

Notably, as we have seen in the last decade, and more so in the last 3 years "virtual selling provides a potent response to the challenges associated with today's downsized and lean organizations, geographical dispersion of essential employees, new workforce demographics (where the best employees may be located anywhere the world), and where workers demand increasing technological sophistication and personal flexibility" (Townsend, DeMarie, & Hendrickson, 1998). But, despite this increased and amplified prevalence, virtual salespersons, sales teams and virtual selling are not well researched. This is a cause for concern when one considers the increases over the last few years and the "host of new challenges for sales managers charged with leading virtual sales teams and individuals" (Rapp et. al., 2010), and the challenges that leadership has faced with the management of these virtual salespersons, sales teams and members.

The Importance of Remote Selling

Unquestionably, selling remotely is growing in number and importance. Today remote selling provides access to relevant markets, expertise (Kirkman et al., 2002) and to better decision-making (Boutellier et al., 1998; Gluesing and Gibson, 2004). Remote selling as well addresses the concerns of the new workforce where millennials are the biggest work group, where "the best employees may be located anywhere the world, where workers are demanding increasing technological sophistication, where workers are insisting on personal flexibility, and where firms are benefiting from virtuality through access to previously unavailable expertise, enhanced cross-functional interaction, and the use of systems that improve the quality of the virtual sales person's work" (Townsend, et. al., 1998). Remote salespersons as well potentially make it easier to acquire and to apply knowledge to critical tasks in global firms (e.g., Madhaven and Grover, 1998; Sole and

Edmondson, 2002) especially as “virtual teams” are “geographically dispersed, electronically dependent, dynamic, or comprising of diverse members working remotely” (Gibson and Cohen, 2003; Griffith, Sawyer, and Neale, 2003; Martins, Gilson, and Maynard, 2004; Kirkman and Mathieu, 2005). Majchrzak et al. (2000) also defined virtual salespersons as “those that are geographically distributed and reliant on technology, with a more malleable structure than traditional teams”. Pauleen and Yoong (2001) expanded on this and defined virtual work as “work performed across time and distance, using information and communication technology, by members from different countries, cultures, and functions”. Nemiro (2002) likewise defined virtual salespersons as “geographically dispersed, relying heavily on information technology to accomplish work, with fluid membership”. Baba et al. (2004) additionally defined virtual teams as “culturally diverse, involving two or more nations, physical and temporal distance, interdependence, and reliance on technology”. Shin (2004) suggested that virtuality is the degree to which a group has temporal, cultural, spatial, and organizational dispersion and communicates through electronic means. Chudoba et al. (2005) furthermore wrote that “virtuality depends on discontinuities in geography, time zone, organization, national culture, work practices, and technology”. Paul et al. (2005) as well argued that “virtual salespersons are those that cut across national, functional, and organizational boundaries and are connected by telecommunications and information technology”. Finally, Harvey, Novicevic, and Garrison (2005) defined virtual sales persons as “geographically and organizationally dispersed, with members who work in different time zones, in different nations around the world, with membership that is often temporary and structure that is transitory, and who communicate primarily via technology”. Summarizing across this

growing literature, we find that the most common characteristics expressed virtual sales persons as being “geographically dispersed and electronic dependent”.

It is therefore well founded that virtual salespersons, are linked primarily through advanced computer and telecommunications technologies and provide “a potent response to the challenges associated with today's downsized and lean organizations, resulting in the geographical dispersion of essential employees” (Harvey et. al., 2005). Virtual salespersons also address the new workforce demographics, where “the best employees may be located anywhere the world, where firms benefit from virtual teams through access to previously unavailable expertise, enhanced cross-functional interaction, and the use of systems that improve the quality of the virtual team's work” (Townsend, et. al., 1998).

Revelations of My Research

As there been no impressive studies on remote selling, I therefore offer a model and method of predicting and evaluating the performance of in-person, hybrid and remote salesmen and propose a revised conceptual model for determining the antecedents of sales performance which is moderated by sales channel, personality and an individual’s personal attributes (as age, gender, job tenure, education, etc.).

In examining the factors of a salesperson's interpersonal skills, salesmanship skills, technical knowledge skills, role ambiguity, and perceived leadership empowerment we hope to uncover the relevant drivers for remote salesperson performance and present the results of the analysis of the significance of the antecedents of remote sales performance. The moderator analysis will investigate how the differences in determinant sales channel, personality and individual attributes moderates sales performance

relationships. Through regression analysis, the research will determine the appropriate predictor variables that drive and correlate to the criterion variable of sales performance and provide the structural link among each of the explanatory factors related to salesperson performance. Overall goal is to provide greater insight into the determination of valid remote sales performance measures.

The Expectancy-Instrumentality Theory

Our theoretical framework draws heavily on several foundational models and theories in the sales and organizational behavior literature:

- Lewin's Change Management Theory (1947)
- Vroom's Expectancy or VIE Theory (1964)
- The Salesperson's Performance Model proposed by Walker, Churchill, and Ford (1977)
- The Multiple-Determinant Perspective developed by Churchill et al. (1985)
- The Multidimensional Model of Generalizable Antecedents for High-Performance Sales by Verbeke et al. (2008)

My changes and additions will though add several determinants of salesman performance constructs; empirically determine the degree to which these measures explain variation in salesman performance; separately analyze the valid determinants of sales performance; analyze sales performance constructs specifically for the Food and Beverage (F&B) industry in the United States of America; and, hopefully provide greater depth and insight into the determination of valid sales performance measures.

Effort and Performance Theory

An expectancy measure was used to quantify the degree of expectancy of salespersons that a salesperson's effort would lead to good performance. An expectancy scale by Evans (1969) modified by Sims et. al., (1976) was used to measure the degree of expectancy of the salesperson that his/her effort would lead to good performance knowing that "**e**xpectancy theory is a predictor of work motivation, effort expenditure, and job performance" (Reinharth & Wahba, 1975). By learning what motivates salespersons to work harder, it is likely one will determine what may be driving sales performance. Expectancy theory posits that a salesperson's choice of behaviors is based on their beliefs about what will lead to the most beneficial outcomes. This theory rests on three key components:

1. Valence: The value or importance a salesperson places on different motivational factors that drive desirable outcomes.
2. Expectancy: The belief that a salesperson's efforts will lead to the necessary performance to achieve their desired goals. This motivates them to acquire the right tools, resources, skills, and support to get the job done effectively.
3. Instrumentality: The belief that the rewards a salesperson receives are dependent on their job performance. For rewards to positively impact future contributions, there must be clear communication about the expected rewards, trust in the manager's ability to provide appropriate rewards, and alignment between the salesperson's expectations and the actual rewards.

Instrumentality tends to increase when the salesperson feels they have more control over how, why, and when they may receive rewards. Additionally, the difficulty level of

the goals set, as well as the salesperson's perceived control over their own performance, can influence their expectancy and the level of effort they are willing to exert.

In summary, expectancy theory suggests that salespeople choose their behaviors based on their beliefs about which actions will lead to the most valuable outcomes for them. The interplay between valence, expectancy, and instrumentality shapes a salesperson's motivation and, ultimately, their job performance.

Selling Skills that May Determine Sales Performance

A crucial element in the maintenance of high productivity is the selection of people having high abilities for their jobs (Hunter and Hunter, 1984). In their comprehensive meta-analysis examining the determinants of salesperson performance, Churchill, Ford, Hartley, and Walker (1985) identified several key variables that influence sales success. Among these, "selling skills" emerged as the second most important factor, both in terms of the average strength of its association with performance as well as the actual variation explained (i.e., not attributable to sampling error).

This finding, originally reported in the earlier work by Walker, Churchill, and Ford (1977), underscores the critical role that salespeople's skills play in driving their performance outcomes. The meta-analysis conducted by Churchill et al. (1985) was able to quantify the relative importance of selling skills compared to other determinants, such as personal factors, role variables, aptitude, and motivation.

By highlighting selling skills as a key driver of salesperson performance, this research suggests that organizations should invest in developing and refining their salespeople's skill sets in order to maximize their productivity and success in the field.

The meta-analytic approach allowed the researchers to draw this conclusion based on a synthesis of the extant empirical evidence in this domain.

Overall, the findings from this influential meta-analysis reinforce the significance of salespeople's skills as a crucial determinant of their performance outcomes, second only to the impact of personal factors according to the researchers' models.

Based on the prior research on selling skills by Churchill, Ford, Hartley, and Walker (1985) felt “a salesperson’s learned proficiency is necessary for performing the tasks of the sales job”, This study therefore utilized the three distinct components of Ford, Walker, Churchill, and Hartley (1987) in appreciating the determinants of salesperson’s selling skills. The study did so by examining the three (3) proposed areas of: Interpersonal skills, such as knowing how to cope with and resolve conflicts; Salesmanship skills, such as knowing how to make a presentation and how to close a sale; and technical skills, such as knowledge of product features and benefits, engineering skills, and the procedures required by company policies. In their research, Ford, Walker, Churchill, and Hartley (1987) developed a comprehensive list of selling skill scale items, focusing specifically on interpersonal skills. These skills were identified as critical components of effective salesperson performance. The key interpersonal skills included:

1. The ability to express oneself nonverbally
2. General speaking skills
3. Awareness and understanding of others' nonverbal communication
4. The ability to control and regulate one's own nonverbal emotional displays
5. The ability to present oneself socially, potentially through acting
6. The ability to manipulate and control situations by influencing others

7. Awareness and understanding of others' verbal communication

By delineating these specific interpersonal skill dimensions, the researchers provided a detailed framework for conceptualizing and assessing the interpersonal competencies that contribute to sales success. This multifaceted view of selling skills underscores the importance of salespeople possessing a range of interpersonal capabilities, from verbal and nonverbal communication to social presentation and influence tactics.

The identification of these key interpersonal selling skills can help guide organizations in their efforts to select, train, and develop salespeople who can effectively navigate the social complexities of the sales environment and build strong relationships with customers.

Ford et. al.'s (1987) list of selling skill scale items of salesmanship skills included the ability to prospect for customers; the ability to qualify prospects; the ability to open relationships with prospects; the ability to close the sale; the ability to present the sales message; and, the ability to service the account.

The final dimension of selling skills, as identified by Walker, Churchill, and Ford (1977), is technical knowledge. This encompasses the salesperson's expertise across several key areas: knowledge of customers' markets and products; knowledge of one's own company's procedures; knowledge of competitors' products, services, and sales policies; knowledge of product line; knowledge of customers' operations; and, imagination in supplying products and services that meet the customers' needs.

This comprehensive list of technical knowledge components was further strengthened through discussions with various salespeople and their managers. These discussions helped refine and expand the understanding of the specific technical competencies that contribute to sales success.

Possessing deep technical knowledge allows salespeople to effectively communicate the features and benefits of their offerings, address customer needs and concerns, and differentiate their company's products and services from the competition. This technical expertise, combined with the previously discussed interpersonal skills, forms a robust set of selling capabilities that enable salespeople to perform at a high level.

By outlining these technical knowledge dimensions, the researchers provided a framework for assessing and developing the specialized skills that are critical for salesperson success in the field. This multifaceted view of selling skills highlights the importance of both interpersonal and technical competencies in driving sales performance.

Ford, Walker, Churchill, and Hartley's (1987) list of selling skill scale items of technical sales knowledge included knowledge of customers' markets and products; knowledge of your own company's procedures; knowledge of competitors' products, services, and sales policies; knowledge of product line, including product features and benefits; knowledge of customers' operations, such as store and shelf layout, and employee training; and imagination in supplying products and services that meet the customers' needs.

The development of the selling skills scale followed standard psychometric procedures as outlined by Nunnally (1978) and Gerbing and Anderson (1988). The first step in this scale development process involved generating a comprehensive list of items to capture each component of the selling skill set.

Fundamentally, selling skills can be conceptualized as consisting of two main knowledge domains:

1. Procedural knowledge: Knowing how to perform certain sales-related tasks and activities.
2. Declarative knowledge: Knowing about various sales-relevant facts, concepts, and information.

In other words, to fully understand the construct of selling skills, one must examine the breadth and depth of knowledge possessed by salespeople. This includes both their procedural knowledge of sales techniques and processes, as well as their declarative knowledge of products, customers, competitors, and other relevant sales-related information. By following a rigorous scale development approach, the researchers were able to systematically identify and operationalize the key knowledge components that constitute selling skills. This lays the groundwork for reliably and validly measuring this multifaceted sales competency construct.

Ultimately, the distinction between procedural and declarative knowledge provides a useful framework for conceptualizing and assessing the specific knowledge domains that enable salespeople to perform their roles effectively.

Role Ambiguity (or Role Clarity)

Role Ambiguity is defined as the existence or clarity of behavioral requirements, often in terms of inputs from the environment, which would serve to guide behavior and provide knowledge that the behavior is appropriate. It reflects a person's certainty about duties, authority, allocation of time, and relationships with others; and, the clarity or existence of guides, directives, policies.

Research in organizational behavior, and more recently in sales management, has identified several important dimensions of the manager-salesperson relationship, including: Salesperson job satisfaction; Role clarity; and, Propensity to leave the organization.

For instance, Donnelly and Ivancevich (1975) found that a salesperson's role clarity was positively associated with general job interest and satisfaction, while being negatively related to job tension and their propensity to leave the organization. Building on this, Walker, Churchill, and Ford's (1975) research showed that closer supervision and incorporating salespeople's input in setting performance standards can help improve their role clarity.

Similarly, Teas, Wacker, and Hughes (1979) determined that role clarity is positively related to factors such as performance feedback and participation in decision-making processes.

Collectively, these findings underscore the significance of the manager-salesperson relationship, and highlight how key factors like role clarity can shape critical employee outcomes, such as job satisfaction and turnover intentions. By understanding

the dynamics of this relationship and the drivers of salesperson role clarity, sales organizations can implement strategies to foster more positive and productive exchanges between managers and their sales teams. This, in turn, can contribute to improved sales performance and reduced employee churn.

Perceived Sales Leadership Empowerment

Leadership empowerment is "the leadership style of sales team leaders (i.e., empowering behaviors) and team composition (i.e., team experience) that drives the behaviors that enables teams to orchestrate taskwork activities for goal accomplishment" (Marks, Mathieu, & Zacarro, 2001) and, thereby, helps determine the effectiveness of sales teams and salespersons. Various leadership styles have been shown to be able to decrease ambiguity and help salespeople with their goals and aspirations. At the individual level of analysis, (leadership) empowerment has been positively linked to managerial performance, innovation, job satisfaction and organizational commitment, and negatively linked to turnover intentions (Koberg et al., 1999).

While it would be unwise to assume that factors influencing collocated (face-to-face) team effectiveness are valid for virtual teams, the findings of Kirkman et. al., (2004) show team empowerment to be significantly, positively related to both process improvement and customer satisfaction in virtual and collocated (face-to-face) teams. Highly empowered virtual teams according to Kirkman et. al., (2004) are "associated with significantly higher levels of process improvement and customer satisfaction than were less empowered teams". Moreover, "high levels of team empowerment (by leaders) were critical to process improvement for teams that rarely met face-to-face" (Kirkman et. al., 2004). To enhance the effectiveness of virtual teams, it was suggested that "managers

bring virtual teams together for periodic face-to face meetings to enhance process improvement" (Kirkman et. al., 2004). Alternatively, where periodic face-to-face meetings are not feasible, "managers need to make extra efforts to empower virtual teams to deal directly and decisively with process improvement issues" (Kirkman et. al., 2004).

Findings from Rapp et. al (2010) likewise indicate that "leadership empowering behaviors (LEB) improves team planning processes". It should be recognized that "employees with low levels of product and industry knowledge and low experience benefit the most from leadership behaviors that are empowering as opposed to high-knowledge and experienced employees who reap no clear benefits" (Rapp et. al., 2010). There should be no surprise in understanding this as its more than 30 years we know that "technology isn't the problem, nor is it the fundamental barrier to more telecommuting" (Niles, 2007) rather, it has been shown that "it is management's attitude (and support) that remains the fundamental issue" (Niles, 2007).

Lee, Willis and Tian (2016) later found that "empowering leaders are much more effective at influencing employee creativity and citizenship behavior (i.e., behavior that is not formally recognized or rewarded like helping coworkers or attending work functions that aren't mandatory) than routine task performance; that by empowering their employees, these leaders are also more likely to be trusted by their subordinates, compared to leaders who do not empower their employees; and that leaders who empowered employees were more effective at influencing employee performance in Eastern, compared to Western, cultures, and they had a more positive impact on employees who had less experience working in their organizations".

Recent research by Chawla et al. (2020) has further expanded our understanding of the manager's role in this context. They identified several key responsibilities for sales managers, including: Facilitating the development of technology skills among salespeople; Providing informal social support to remote or virtual salespeople who rely on technology; and, Encouraging strategic behaviors and decision-making in their sales teams.

As the sales environment continues to evolve, with greater emphasis on technology and remote work, this managerial role in enabling technology skills and cultivating positive psychological aspects among salespeople has emerged as a promising area for further investigation. Examining how sales managers can effectively fulfill these expanded responsibilities, and the subsequent impact on sales performance, represents an intriguing direction for future research. By better understanding the multifaceted nature of the manager's role, organizations can optimize their strategies for driving sales force productivity through enhanced manager-salesperson relationships. Overall, the manager's role is of critical importance in fostering interpersonal connections, technology capabilities, and strategic mindsets among their sales teams – all with the ultimate goal of boosting sales force effectiveness.

Sales Channels

Because many teams today rely on virtual tools to communicate and carry out work, it is imperative to more rigorously examine and understand how the attributes of remote work and more specifical, remote sales and selling's informational value and synchronicity enriches our conception of virtuality. At the most basic level, remote selling is a complex process where most sales conversations occur with buyers and sellers

in different physical locations. It is about managing or navigating the entire sales process using video communication tools, social selling, and ultimately speeding up a sales cycle through technology without actually meeting the client in-person. As researchers, we need to understand and discover the various levels of value afforded by virtual tools to the sales process that seem to be changing by the minute. These advances in information technology and the rise of virtual salespersons have led to "a shift away from face-to-face (or what is termed "rich" and "collocated") interaction to an increased reliance on virtual tools" (Lipnack & Stamps, 2000; Townsend et al., 1998).

The El-Shinnawy & Markus (1992) study from 30-years ago indicated that "electronic mail was preferred over voice mail for the exchange of information to reduce uncertainty" and contrary to the predictions of Media Richness Theory, "voice mail was not preferred over electronic mail for the resolution of equivocality". Further, King, Hartman & Hartzel (1992) found that a positive relationship existed between versatility and choice. Individuals who ranked higher in versatility (adaptability, flexibility and change) chose those media with which they felt most versatile, irrespective of the given task. Further, Walther (1992) suggested that "users of computer mediated communication (CMC) messages may develop relationships and express multidimensional relational messages through verbal or textual cues". Markus (1994) later demonstrated that even lean media (such as text-based electronic mail) can be used for complex communication and that "richer media" (such as face-to-face meetings) are not necessarily preferable or more effective than "leaner electronic media". It is therefore not the media per se that determines communication patterns but rather the social processes surrounding the

medias use. Even lean media (as text-based electronic mail) according to Markus (1994) "can be used in rich ways if the organization encourages and supports rich use".

Media synchronicity theory as suggested by Dennis, Fuller and Valacich (2005) proposed that for conveyance (or the exchange of information) processes, the use of media supporting lower synchronicity should result in better communication performance. But for convergence (or the development of shared meaning for information) processes, the use of media supporting higher synchronicity should result in better communication performance. As such Dennis, Fuller and Valacich (2008) afterwards identified five capabilities of media (that is, symbol sets, parallelism, transmission velocity, rehearsability, and reprocessability) that influenced the development of synchronicity and thus the successful performance of conveyance and convergence communication processes. Dennis, Fuller, and Valacich (2008) found that the successful completion of most tasks requires a combination of both conveyance and convergence communication processes. Their research indicates that communication performance is enhanced when individuals utilize a diverse set of media to carry out tasks, rather than relying on a single medium.

Bilgicer et. al. (2015) developed and tested hypotheses regarding the role of social contagion in customer adoption of new sales channels. They examined two aspects of social contagion (local contagion and homophily) and two channels (internet and bricks-and-mortar store). Drawing on diffusion theory, they proposed a conceptual framework that identified the factors associated with new channel adoption. They found that (1) social contagion plays a major role in the adoption of new sales channels, (2) both local contagion and homophily (the tendency for people to seek out or be attracted to those

who are similar to themselves) influence channel adoption, (3) longer-tenured customers are less influenced by social contagion, and (4) adoption of the internet channel is more influenced by social contagion than adoption of the bricks-and-mortar store. Managerially, their results suggested that marketing programs that encourage social contagion, for example, word-of-mouth campaigns, be targeted based on both physical and socio-economic proximity, and that such campaigns will play a bigger role in the adoption of new-to-the-world channels.

Chawla et al. (2020) examined the changing nature of remote selling and found a need to reconsider the sales performance determinant classification scheme proposed by Verbeke et al. (2011). The Verbeke et al. framework was based on literature published before the rise of the internet and other critical technological changes.

Chawla et al. conducted a systematic review of more recent sales performance research and proposed an updated classification. Their revised framework made two key improvements: 1) adding a new category for strategic and non-strategic activities, and 2) replacing the "role perceptions" category with a broader "technological drivers of sales performance and job-related psychosocial factors" category. This updated classification draws attention to the important influence of technology usage skills and strategic participation on salesperson performance.

Furthermore, Šaković et al. (2020) found that while the overall relationship between e-commerce and firm performance is negative, this relationship is positively mediated by the use of certain online sales channels. Specifically, firms saw greater sales benefits from e-commerce when utilizing commercial websites and online marketplaces, whereas the use of search engines had an insignificant effect. This study advances

understanding of e-commerce by highlighting the importance of the mediating role of remote/online selling methods.

According to Jay Fuchs (HubSpot, September 2023) “remote work does not hamper employee productivity”. Fuchs (2023) observed “that though 36% of salespeople said that remote selling makes the sales job easier and that 23% felt that selling remotely is more effective than selling in person, 46% felt that remote selling was not as effective as selling in person”. Of course, for CRM (Customer Relationship Management) users, “41% said that it was more effective than in-person (or face-to-face) selling” (Fuchs, 2023). Despite all of this, much of the literature on remote and virtual selling states that virtual communication is less effective than in-person (or face-to-face) communication and that remote selling is challenging to establish rapport.

Personality – The Five Factor Model (O.C.E.A.N.)

Prior to the 1990s, the use of personality testing in employee selection was generally looked down on by personnel selection specialists (Hurtz, G. M., & Donovan, J. J. (2000). In the 1990s, there was a renewed sense of optimism and enthusiasm regarding the potential utility of personality tests in personnel selection and other applications (Goldberg, 1993; Mount & Barrick, 1995). Researchers suggested that the true predictive validity of personality had been obscured in earlier research due to the lack of a common personality framework for organizing the trait predictors (Barrick & Mount, 1991).

With increasing confidence in the robustness of the five-factor model of personality (Goldberg, 1993; Hurtz & Donovan, 2000), researchers in the early 1990s began to adopt the Big Five Framework for selection research (Barrick & Mount, 1991).

Meta-analytic work by Barrick and Mount (1991) and Tett et al. (1991) provided evidence that the Big Five personality factors - Openness (or Intellect/Sophistication), Conscientiousness, Extraversion, Agreeableness, and Neuroticism (or Emotional Stability) - may have some degree of predictive validity for employee selection across a variety of job types, including sales roles.

In the reviews of both Barrick and Mount (1991) and Tett et al. (1991), the researchers used studies that provided correlations between any type of personality variable and job performance, categorizing the various personality variables into one of the Big Five dimensions to estimate the strength of these variables' correlation with job performance. The general consensus drawn by researchers and practitioners was that personality does in fact hold some utility as a predictor of job performance.

It is valuable therefore to determine what of these personality traits makes a good salesman. As realized by Hebert Greenberg and David Mayer (1964) after examining 7500 insurance salesmen they determined that sales performers need two traits - empathy (ability to feel) and ego strength (where the need to make a sale is a personal or ego way, not merely for the money – but the feeling that he must make the sale). Marcus Chan, 55 years later, in 2019 revealed “10 Personality Traits of the Top 1% Sales Performers” to included behaviors as assertiveness, emotional empathy, interpersonal skills, resilience, creativity, emotional intelligence, a self-starter, growth minded and compassionate” and being “goal oriented (#1)”.

Openness to Experience (Intellect or Sophistication)

Openness to Experience is a general appreciation for art, emotion, adventure, unusual ideas, imagination, curiosity, and variety of experience. People who are open to

experience are intellectually curious, open to emotion, sensitive to beauty, and willing to try new things. They tend to be, when compared to closed people, more creative and more aware of their feelings. They are also more likely to hold unconventional beliefs. Open people can be perceived as unpredictable or lacking focus, and more likely to engage in risky behavior. Moreover, individuals with high openness are said to pursue self-actualization specifically by seeking out intense, joyful experiences. Conversely, those with low openness are characterized as pragmatic and data-driven – sometimes even perceived to be dogmatic and closed-minded.

Conscientiousness (or Dependability)

Conscientiousness reflects an individual's tendency to be self-disciplined, dutiful, and driven to achieve according to external standards and expectations. This personality trait relates to a person's level of impulse control, self-regulation, and goal-oriented behavior.

Individuals high in conscientiousness are often perceived as stubborn and intensely focused. In contrast, low conscientiousness is associated with greater flexibility and spontaneity, but may also manifest as carelessness and unreliability. The highly conscientious person generally prefers planned, organized actions over spontaneous behavior.

Research has shown that the average level of conscientiousness tends to increase during young adulthood, but then declines as people get older. This suggests conscientiousness may peak in the prime working years before tapering off in later life stages.

Extraversion (and Introversion)

Extraversion is characterized by a breadth of activities and engagement with the external world, as opposed to depth of focus. Key features of extraversion include cheerfulness, responsiveness, spontaneity, and sociability. Extraverts derive energy and stimulation from external sources and situations.

Extraverted individuals are often perceived as energetic, enthusiastic, and action-oriented. They enjoy interacting with people and tend to be highly socially engaged, with a strong presence in group settings. Extraverts are comfortable asserting themselves, talking frequently, and seeking the spotlight.

In contrast to extraverts, introverts are characterized by lower levels of social engagement and energy. They tend to be more reserved, low-key, and independent in their orientation towards the social world. Introverts require less external stimulation and generally prefer to spend more time alone compared to extraverts.

However, it is important to note that introversion does not necessarily equate to being unfriendly or antisocial. Introverts are simply more standoffish and private in social situations, preferring to conserve their energy and focus inwardly. They are not inherently less social, but they may choose to express their sociability in more subtle and selective ways.

The key distinction lies in the introverts' preference for less stimulation and their inclination to recharge through solitary activities, as opposed to the extraverts' need for more external engagement and energy from social interactions. This difference in social

orientation and energy levels is a defining characteristic of the introversion-extraversion spectrum.

Agreeableness (and Pleasantness)

Agreeableness is one of the five fundamental personality traits identified in the "Big Five" model of personality. In this context, the term "agreeableness" is used by personality psychologists to describe an individual's characteristic level of friendliness, kindness, cooperativeness, and politeness.

People high in agreeableness are typically viewed as warm, empathetic, and considerate in their interactions with others. They tend to be helpful, cooperative, and attuned to the needs and feelings of those around them. Agreeable individuals often prioritize maintaining positive relationships and avoiding conflict.

In contrast, those low in agreeableness may be more cynical, antagonistic, and self-focused. They may come across as blunt, stubborn, or indifferent to the concerns of others. However, lower agreeableness can also be associated with greater objectivity and a willingness to challenge the status quo.

Neuroticism (Emotional Stability)

Neuroticism is also one of the Big 5 personality traits and is typically defined as a tendency toward anxiety, depression, self-doubt, and other negative feelings. All personality traits, including neuroticism, exist on a spectrum—some people are just much more neurotic than others. In the context of the Big 5, neuroticism is sometimes described as low “emotional stability” or “negative emotionality”.

Personal and Individual Variables

In addition to factors like aptitude, skill level, motivation, and role perceptions, past research has identified a category of "intra-individual factors" that may also be related to salespeople's performance (Churchill et al., 1985). These factors, often referred to as "biographical variables," include demographic and physical characteristics, as well as aspects of the salesperson's personal experiences and family/lifestyle status. Examples of these biographical variables include the salesperson's age, tenure, employment status, height, sex, weight, race, appearance, education, marital status, number of dependents, and club memberships, among other similar traits and experiences.

According to the meta-analysis by Churchill et al. (1985), this category of intra-individual factors accounted for approximately 25% of the reported correlations with sales performance - the second largest proportion among the factors examined. Furthermore, a study by Vinchur et al. (1998) found that the "personal history" category of predictors was by far the most promising, outperforming other factor categories like skills, aptitude, and motivation, which each accounted for no more than 12% of the variance in sales performance.

These findings suggest that the personal and biographical characteristics of salespeople can play a significant role in shaping their sales outcomes, and should be considered alongside the more commonly studied determinants of performance. Understanding the influence of these intra-individual factors can provide valuable insights for sales organizations in their selection, training, and development of high-performing sales teams.

Age, Tenure, and Sales Performance

Existing research examining the relationships between salesperson age, tenure, and sales performance has yielded contradictory results.

Wihler et al. (2017) studied insurance agents at a large German company and found that conscientiousness and extraversion had a significant positive relationship with sales performance, while age had a significant negative relationship. Tenure, on the other hand, was positively associated with sales performance.

Similarly, Stajkovic et al. (2018) analyzed data from automotive sales associates in the US and Canada, and concluded that both age and tenure were significantly related to past and future sales performance. Interestingly, they found that longer-tenured salespeople tended to sell more profitable products, regardless of their age.

In contrast, Feng and Fay (2016) examined Chinese insurance salespeople and determined that while overall salesperson capability predicted future sales, the individual factors of age and tenure were not significantly related to performance. The only significant predictors were intention to quit and average customer age.

These mixed findings suggest the relationship between salesperson demographics and sales outcomes remains an open question. Further research is needed to clarify the complex, and potentially context-dependent, nature of these relationships.

Sex, Age, and Time on the Job

Bausch (1980) conducted an analysis to examine the moderating effects of the salesperson's sex, age, and time-on-the-job on their power relationship with the sales manager. The findings indicated that both age and time in the role enhanced the

understanding of how physiological and psychological changes associated with aging can influence the salesperson's responses to the relationship with sales management.

This research builds upon several streams of prior work in the organizational behavior literature, such as the studies by Gibson and Klien (1970), Hunt and Saul (1975), and Schwab and Heneman (1977). More recently, similar investigations have emerged in the sales management domain, including the studies by Bush and Busch (1979) and Churchill, Ford, and Walker (1976).

Together, these studies have provided a foundation for developing and testing hypotheses about the effects of aging and job tenure on various workplace relationships and outcomes. In the context of the salesperson-sales manager dynamic, Bausch's (1980) findings suggest that accounting for the salesperson's age and time-on-the-job can offer valuable insights into understanding the evolving power dynamics within this critical professional relationship.

By integrating these demographic and career-related factors, researchers can gain a more nuanced perspective on the factors that shape the interactions and exchanges between salespeople and their managers. This, in turn, can inform strategies for optimizing the management of sales teams across different stages of the employees' careers.

III. RESEARCH MODEL AND HYPOTHESES

Research Model

The research model reflects the importance of both personal drivers and environmental (or situational drivers) on a salesperson's efforts and sales performance. It hypothesizes that a salesperson's interpersonal skills, salesmanship skills, technical knowledge skills, role ambiguity, and perceived leadership empowerment are antecedents that action sales effort and sales performance which are moderated (influenced) by the salesperson's choice of sales channel, the salesperson's personality and the salesperson's individual personal attributes (as age, gender, race, job tenure, education, income, etc.).

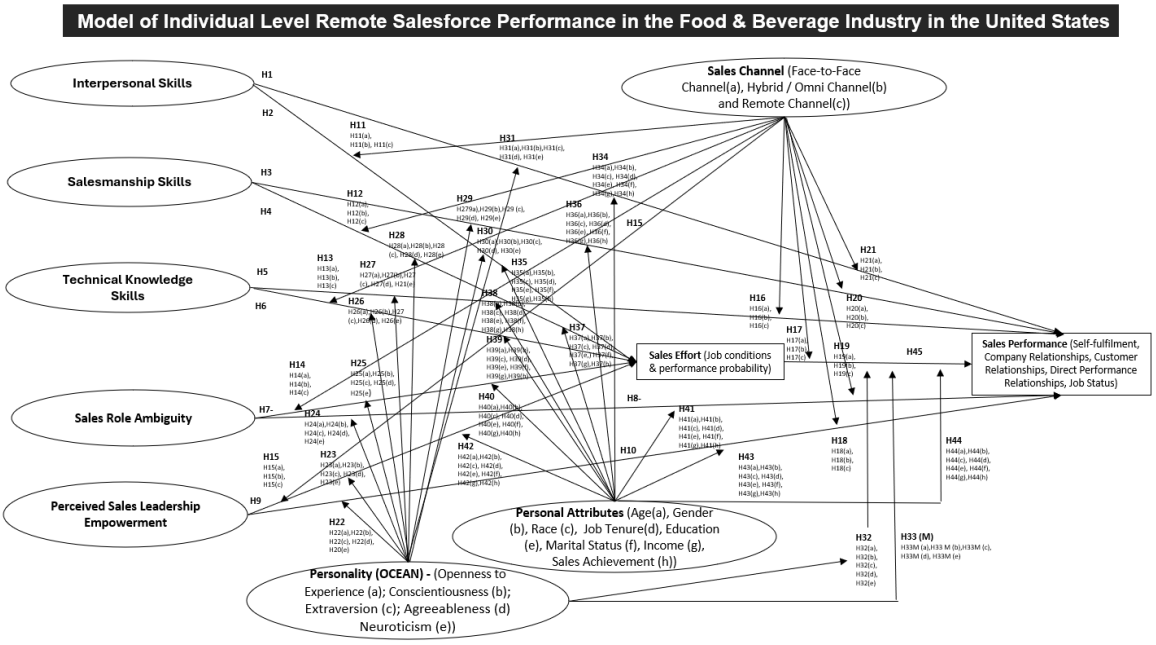

Figure 1: Model of Individual Salesforce Performance

Details of the Variables Under Observation

Interpersonal Skills

Interpersonal skills include the ability to express yourself verbally and nonverbally. It is the ability of general speaking skills. It allows a person to have an awareness and understanding of the verbal and nonverbal communications of others. This includes the ability to control and regulate verbal and nonverbal displays of emotion, the ability to present oneself socially, the ability to manipulate others to control a situation, to know how to cope with and resolve conflicts, and to have an awareness and understanding of the verbal communications of others.

Salesmanship Skills

Salesmanship skills includes the ability to prospect for customers; the ability to qualify prospects; the ability to open relationships with prospects; the ability to close the sale; the ability to present the sales messages and the ability to service the account. Salesmanship skills includes understanding the selling process such as knowing how to prospect, how to target customers, how to make a presentation, how to handle objections and how to close a sale.

Technical Knowledge Skills

Technical knowledge includes the salesperson's knowledge of product features and benefits, engineering skills, and the procedures required by company policies (Walker, Churchill and Ford 1977; Donath, 1993; Smith and Owens 1995).

Sales Role Ambiguity

Rizzo, House & Lirtzman (1970) defined role ambiguity as "the absence of clearly formulated information on performance expectations, goals, duties, authority, responsibilities, obligations and other working conditions related to role performance and that occurs when employees perceive a lack or absence of clarity in the activities necessary to carry out a correct performance". Rizzo and Lirtzman (1970) contended that role ambiguity exists when an employee is not equipped with good understanding about their responsibilities and having little knowledge of what is expected pertaining to their job performance. As such, role ambiguity is commonly associated with employee work performance. Singh (1998) later defined role ambiguity (role conflict) as the "perceived lack of information to perform the job adequately and uncertainty about the expectations of different role set members". Role ambiguity for salespersons thus relates to the perceived lack of information a salesperson needs to perform his or her role adequately (e.g., effort instrumentalities) and "uncertainty about the expectations of different role set members" (Singh, 1998) and occurs when the salesperson is unclear of what is expected from him/her.

Perceived Sales Leadership Empowerment

Leadership empowerment includes "the extent of sales managers' monitoring, directing, evaluating, and rewarding activities" (Anderson and Oliver, 1987). Leadership empowerment is "the leadership style of sales team leaders (i.e., empowering behaviors) and team composition (i.e., team experience) that drives the behaviors that enables teams to orchestrate taskwork activities for goal accomplishment" (Marks, Mathieu, & Zacarro, 2001). Leadership empowerment, thereby, helps determine the effectiveness of sales

teams. Leadership practices that are identified as empowering include (a) ex- pressing confidence in subordinates accompanied by high performance expectations (Burke, 1986; Conger, 1986; House, 1977, in press; Neilsen, 1986), (b) fostering opportunities for subordinates to participate in decision making (Block, 1987; Burke, 1986; Conger, 1986; House 1977, in press; Kanter, 1979; Neilsen, 1986; Strauss, 1977), (c) providing autonomy from bureaucratic constraint (Block, 1987; Kanter, 1979; House, in press), and (d) setting inspirational and/or meaningful goals (Bennis & Nanus, 1985; Block, 1987; Burke, 1986; McClelland, 1975; Tichy & Devanna, 1986). It also has been suggested by House (1977) that empowering leaders "should be selected on the basis of their inclination to use power in a positive manner".

Sales Channel

By sales channel, we mean a customer contact point, or a medium through which the firm (or individual) and the customer interact. Our emphasis on the term interact reflects that we do not include one-way communications, such as television advertising, though we do include home shopping television networks and direct response advertising in mass media.

There are essentially three sales channels being investigated. Face-To-Face sales channels occurs where service production and delivery are made possible by a face-to-face (in-person) encounter between the customer and the contact personnel. Hybrid (or omni) sales channels selling occurs when markets are targeted by multiple communication, distribution or sales channels (Webb, K. L., & Hogan, J. E., 2002). Lastly, remote sales channels occur when selling occurs through a 'means of communication using advanced telecommunications, information, and multimedia

technologies' (Sousa & Voss,2006). In a remote channel members interact even though they are stationed in different locations. Interaction can occur in a number of ways: talking to each other over a speaker phone, teleconferencing via a TV monitor or computer screen or simply exchanging electronic mail messages (Barkhi, R., Jacob, V. S. F., & Pirkul, H., 1999). With in-person (or face-to-face) selling it is said that you can read a prospect's body language, and facial expressions which are often missing in remote sales (especially via phone and email). Remote selling does not have that tangible connection people make when they are talking in-person (or face-to-face). It is generally felt that "selling in-person" is generally easier than selling remotely as it is felt it is easier to build trust and credibility, easier to overcome objections and easier to read emotions. Remote selling though has lower operating costs than in-person selling (for example, has lower transport costs), frequently needs fewer people, and often uses less resources. This ties directly into my research proposal in trying to determine if remote selling drives sales effort and sales performance better than in-person selling or does utilizing omnichannel selling drive sales performance more.

Personality

Personality refers to the enduring, fundamental characteristics and patterns of behavior that define an individual's unique way of adjusting to and engaging with life. Key aspects of personality include major traits, interests, motivations, values, self-perception, abilities, and emotional tendencies. The Big Five Factors (a.k.a. Five Factor Model - O.C.E.A.N.) is the dominant models of personality structure in trait psychology and will serves as the governing model of personality in this study as well. The Big Five Factors will serve as and list five (5) factors or traits (Neuroticism or Emotional Stability,

Introversion or Extraversion, Intellect or Sophistication (a.k.a. Openness to Experience), Pleasantness or Agreeableness, and Conscientiousness or Dependability) that effectively measure individual differences in personality.

Intellect or sophistication (or openness to experience) is a general appreciation for art, emotion, adventure, unusual ideas, imagination, curiosity, and variety of experience. People who are open to experience are intellectually curious, open to emotion, sensitive to beauty, and willing to try new things. They tend to be, when compared to closed people, more creative and more aware of their feelings. They are also more likely to hold unconventional beliefs. Openness to experience refers to one's willingness to try new things as well as engage in imaginative and intellectual activities. It includes the ability to "think outside of the box."

Conscientiousness is a personality trait characterized by a tendency towards self-discipline, dutifulness, and a strong drive to achieve according to external standards and expectations. It is closely tied to an individual's level of impulse control, self-regulation, and goal-oriented behavior.

Those high in conscientiousness are often perceived as stubborn and intensely focused. In contrast, low conscientiousness is associated with greater flexibility and spontaneity, but may also manifest as carelessness and unreliability. The conscientious person generally prefers planned, organized actions over impulsive, spontaneous behavior.

At its core, conscientiousness reflects an individual's ability to regulate their impulses in order to engage in goal-directed activities. Key facets include control,

inhibition, and persistence of behavior (Grohol, 2019). Highly conscientious individuals excel at controlling their impulses and persistently working towards their objectives.

Introversion-extraversion is a personality dimension characterized by an individual's breadth of activities and engagement with the external world, as opposed to depth of focus. Extraverted individuals derive energy and stimulation from external sources and situations, exhibiting surgency and a preference for broad social engagement.

Extraverts are often perceived as enthusiastic, energetic, and action-oriented. They enjoy interacting with people and tend to have a high degree of visibility and involvement in group settings. Extraverts are comfortable asserting themselves, talking frequently, and taking a dominant role in social situations.

In contrast, introverts have a lower level of social engagement and external stimulation needs compared to extraverts. Introverts are generally more reserved, independent, and oriented towards their internal experiences rather than the external world. While this does not mean introverts are unfriendly or antisocial, they tend to come across as more quiet, low-key, and less assertive in social contexts.

Extraversion is the tendency to which someone seeks interaction and intensity with their environment, particularly socially. It encompasses the comfort and assertiveness levels of people in social situations. Additionally, it also reflects the sources from which someone draws energy.

Agreeableness is a personality trait that reflects an individual's characteristic level of friendliness, kindness, cooperativeness, and politeness displayed in their interactions with others. People high in agreeableness are typically perceived as warm, empathetic,

and considerate. They tend to be helpful, cooperative, and attentive to the needs and feelings of those around them. Agreeable individuals often prioritize maintaining positive relationships and avoiding conflict.

In contrast, those low in agreeableness may come across as more cynical, antagonistic, and self-focused. They may be blunt, stubborn, or indifferent to the concerns of others. However, lower agreeableness can also be associated with greater objectivity and a willingness to challenge the status quo.

Agreeableness refers to how people tend to treat relationships with others. Unlike "extraversion which consists of the pursuit of relationships, agreeableness focuses on people's orientation and interactions with others" (Ackerman, 2017).

Lastly, neuroticism or emotional stability is the tendency toward anxiety, depression, self-doubt, and other negative feelings. Neuroticism describes the overall emotional stability of an individual through how they perceive the world. It takes into account how likely a person is to interpret events as threatening or difficult. It also includes one's propensity to experience negative emotions.

Personal Attributes

In addition to factors like aptitude, skill level, motivation, and role perceptions, research has identified a category of "intra-individual factors" that may also be related to salespeople's performance (Churchill et al., 1985). These "intra-individual factors" are distinct from the more commonly studied determinants of sales performance. These intra-individual factors, while not directly tied to the core competencies of selling, may

nonetheless influence a salesperson's performance outcomes. By considering this broader set of personal and biographical variables, in addition to the more commonly studied performance drivers, researchers can gain a more comprehensive understanding of the multifaceted factors that shape sales productivity and effectiveness. Insights into the role of intra-individual factors can inform more holistic approaches to sales force management and development. Afterall, it is the second largest category of associations, accounting for approximately 25% of all reported correlations (Churchill et al. 1985) though only accounting for less than 12% of the variance in performance. In this paper therefore we specifically focus on the eight (8) personal attributes: Age, Gender, Race, Job Tenure, Education, Marital Status, Income, and Sales Achievement.

Sales Effort

Expectancy, also referred to as Effort, is a measure that quantifies the degree to which a salesperson expects their effort will lead to good performance. It represents the salesperson's belief that their input and hard work will translate into successful outcomes.

As Reinharth and Wahba (1975) noted, expectancy is a key predictor of work motivation, effort expenditure, and ultimately, job performance. This highlights the critical role that expectancy plays in shaping a salesperson's drive and behaviors. Two key factors that can influence a salesperson's expectancy are:

1. Goal difficulty - The difficulty level of the goals set can shape the outcomes the salesperson expects to achieve through their work.
2. Control - The level of control the salesperson feels they have over their own performance can influence the amount of effort they are willing to exert.

When a salesperson believes the goals are attainable and they have a high degree of control over their performance, their expectancy, and in turn their motivation and effort, are likely to be higher. Conversely, if the goals are perceived as overly difficult or the salesperson feels they have limited control, their expectancy may be lower, leading to less motivated effort.

By understanding the factors that impact a salesperson's expectancy, organizations can work to create conditions that foster a strong belief in the link between effort and successful performance outcomes. This can be a valuable lever for enhancing sales force motivation and productivity.

Sales Performance

Sales performance is defined as "the total expected value to the organization of the discrete behavioral episodes that an individual carries out over a standard period" (Motowidlo, 2003). The key appreciation in this definition is that "performance is a property of behavior and it is an aggregated property of multiple, discrete behaviors that occur over some span of time" (Motowidlo, 2003). A second important idea is that "the property of behavior to which performance refers is its expected value to the organization" (Motowidlo, 2003). Thus, the performance construct by this definition is "a variable that distinguishes between sets of behaviors carried out by different individuals and between sets of behaviors carried out by the same individual at different times" (Motowidlo, 2003). Instrumentality is the belief that the reward the salesperson will receive depends on their performance (in the workplace).

Constructs and Definitions

Construct	Definition	Source
Dependent Variable		
Sales Performance (Instrumentality)	Sales performance is defined as "the total expected value to the organization of the discrete behavioral episodes that an individual carries out over a standard period" (Motowidlo, 2003). The key appreciation in this definition is that "performance is a property of behavior and it is an aggregated property of multiple, discrete behaviors that occur over some span of time" (Motowidlo, 2003). A second important idea is that "the property of behavior to which performance refers is its expected value to the organization" (Motowidlo, 2003). Thus, the performance construct by this definition is "a variable that distinguishes between sets of behaviors carried out by different individuals and between sets of behaviors carried out by the same individual at different times" (Motowidlo, 2003). Instrumentality is the belief that the reward the salesperson will receive depends on their performance (in the workplace).	Vroom (1964); Hackman and Porter (1968); Lawler (1968); Porter and Lawler (1968); Graen (1969); Arvey and Dunnette (1970); Sims Jr, H. P., Szilagyi, A. D., & Keller, R. T. (1976); Walker, Churchill, and Ford (1977); Motowidlo (2003); Verbeke et. al. (2008).
Mediator		
Sales Effort (Expectancy)	Expectancy is a measure to quantify the degree of expectancy of a salesperson that his or her effort would lead to good performance. It is the degree of expectancy of the employee that his/her effort would lead to good performance knowing that "expectancy is a predictor of work motivation, effort expenditure, and job performance" (Reinharth & Wahba, 1975). Goal difficulty (or the difficulty level of your goal may influence the outcome you expect from your work) and control (or the level of control you feel you have over your performance can influence the efforts you make) affects expectancy.	Vroom (1964); Evans (1969); Reinharth & Wahba (1975); Sims Jr, H. P., Szilagyi, A. D., & Keller, R. T. (1976); Walker, Churchill, and Ford (1977); Verbeke et. al. (2008)

Table 1: Constructs and Definitions – Sales Performance and Sales Effort

Independent Variables		
Interpersonal Skills	Interpersonal skills include the Ability to express yourself nonverbally; the Ability in general speaking skills; Awareness and understanding of the nonverbal communications of others: Ability to control and regulate nonverbal displays of emotion: Ability to present yourself socially, possibly through acting: Ability to manipulate others to control the situation; Awareness and understanding the verbal communications of others.	Churchill, Ford, Hartley, and Walker (1985); Churchill et al. (1985)
Salesmanship Skills	Salesmanship skills includes the ability to prospect for customers; the ability to qualify prospects; the ability to open relationships with prospects; the ability to close the sale; the ability to present the sales messages and the ability to service the account.	Churchill, Ford, Hartley, and Walker (1985); Churchill et al. (1985)
Technical Knowledge Skills	Technical knowledge and includes the salesperson's knowledge of product features and benefits, engineering skills, and the procedures required by company policies (Walker, Churchill and Ford 1977; Donath, 1993; Smith and Owens 1995).	Churchill, Ford, Hartley, and Walker (1985); Churchill et al. (1985)
Sales Role Ambiguity	Role ambiguity (role conflict) is the "perceived lack of information to perform the job adequately and uncertainty about the expectations of different role set members" (Singh, 1998). Role ambiguity for salespersons thus relates to the perceived lack of information a salesperson needs to perform his or her role adequately (e.g., effort instrumentalities) and "his or her uncertainty about the expectations of different role set members" (Singh, 1998) and occurs when the salesperson is unclear of what is expected from him/her. Rizzo and Lirtzman (1970) contended that role ambiguity exists when an employee is not equipped with good understanding about their responsibilities and having little knowledge if what is expected pertaining to their job performance. As such, role ambiguity is commonly associated with employee work performance.	Rizzo and Lirtzman (1970); Walker, Churchill, and Ford (1977); Paul Busch (1980), Singh (1998);
Perceived Sales Leadership Empowerment	Supervisory leadership includes "the extent of sales managers' monitoring, directing, evaluating, and rewarding activities" (Anderson and Oliver, 1987). Leadership empowerment is "the leadership style of sales team leaders (i.e., empowering behaviors) and team composition (i.e., team experience) that drives the behaviors that enables teams to orchestrate taskwork activities for goal accomplishment" (Marks, Mathieu, & Zacarro, 2001) and, thereby, helps determine the effectiveness of sales teams.	Anderson and Oliver (1987); Marks, Mathieu, & Zacarro (2001); Rapp, A., Ahearne, M., Mathieu, J., & Rapp, T. (2010).

Table 2: Constructs and Definitions – Independent Variables (IVs)

Moderators		
Personal Attributes	These are the "intra-individual factors" that might be related to salespeople's performance, but which are not part of the aptitude, skill level, motivation and role perceptions components (Churchill et al. 1985). Studies have included such factors as the salesperson's age, tenure, employment, height, sex, weight, race, appearance, education, marital status, number of dependents, club memberships, and other similar characteristics. It is the second largest category of associations, accounting for approximately 25% of all reported correlations (Churchill et al. 1985). than 12% of the variance in performance.	Churchill et al. (1985); Ford, Walker, Churchill, & Hartley (1987); Ford et al. (1987); Vinchur et. al. (1998); Hamstra et al., (2015)
Age	The length of time during which a being or thing has existed; length of life or existence to the time spoken of or referred to.	
Gender	Gender refers to the socially constructed roles, behaviours, expressions and identities of girls, women, boys, men, and gender diverse people.	
Job Tenure	Job tenure is the measure of the length of time an employee has been employed by his/her current employer.	
Level of Education	The level of education of someone refers to the highest educational degree they've obtained. It could be Ph.D., Master's, college, or even a lower degree.	
Sales Channel	By sales channel, we mean a customer contact point, or a medium through which the firm and the customer interact. Our emphasis on the term interact reflects that we do not include one-way communications, such as television advertising, though we do include home shopping television networks and direct response advertising in mass media.	Neslin, S. A., Grewal, D., Leghorn, R., Shankar, V., Teerling, M. L., Thomas, J. S., & Verhoef, P. C. (2006).
Face-to-Face Channel	This occurs where service production and delivery are made possible by a face-to-face encounter between the customer and the contact personnel.	Seck, A. M., & Philippe, J. (2013).
Hybrid Channel	Markets are targeted by multiple distribution channels (Webb, K. L., & Hogan, J. E., 2002);	Webb, K. L., & Hogan, J. E. (2002); Agatz, N. A., Fleischmann, M., & Van Nunen, J. A.
Remote Channel	Remote channel can be defined as a 'means of communication using advanced telecommunications, information, and multimedia technologies' (Sousa & Voss,2006). In a remote channel members interact even though they are stationed in different locations. Interaction can occur in a number of ways: talking to each other over a speaker phone, teleconferencing via a TV monitor or computer screen or simply exchanging electronic mail messages (Barkhi, R., Jacob, V. S. F., & Pirkul, H., 1999).	Barkhi, R., Jacob, V. S. F., & Pirkul, H. (1999); Sousa & Voss (2006).
Remote Salesperson	Remote salespersons and sales teams for this study are defined as "groups of geographically and/or organizationally dispersed coworkers that are assembled using a combination of telecommunications and information technologies to accomplish a variety of critical tasks" (Townsend, DeMarie, & Hendrickson, 1998);	Townsend, DeMarie, & Hendrickson (1998);
Remote Selling	Remote selling is defined as the process of salespersons "situated in distant locations, collaborating using technology across space and time to accomplish important sales tasks" (Lipnack & Stamps, 2000) and selling remotely according to Kirkman and Mathieu (2005) is defined as "the extent to which team members utilize virtual tools to coordinate and execute team processes while taking into consideration the amount of informational value and virtual interaction provided by such communication tools".	Lipnack & Stamps, (2000); Kirkman and Mathieu (2005)
Personality	The Big Five Factors serve as the dominant model of personality structure in trait psychology.	Goldberg, L. R. (1992).
Neuroticism	This is the tendency toward anxiety, depression, self-doubt, and other negative feelings.	Goldberg, L. R. (1992).
Extraversion	Extraversion is characterized by breadth of activities (as opposed to depth), surgency from external activities/situations, and energy creation from external means. Extraverts enjoy interacting with people, and are often perceived as energetic. They tend to be enthusiastic and action-oriented. They possess high group visibility, like to talk, and assert themselves. Extraverts may appear more dominant in social settings, as opposed to introverts in that setting.	Goldberg, L. R. (1992).
Openness to Experience	Openness to Experience is a general appreciation for art, emotion, adventure, unusual ideas, imagination, curiosity, and variety of experience. People who are open to experience are intellectually curious, open to emotion, sensitive to beauty, and willing to try new things. They tend to be, when compared to closed people, more creative and more aware of their feelings. They are also more likely to hold unconventional beliefs.	Goldberg, L. R. (1992).
Agreeableness	Agreeableness is describes the level of friendliness, kindness, cooperativeness, and politeness a person reliably displays.	Goldberg, L. R. (1992).
Conscientiousness	Conscientiousness is a tendency to be self-disciplined, act dutifully, and strive for achievement against measures or outside expectations. It is related to people's level of impulse control, regulation, and direction. High conscientiousness is often perceived as being stubborn and focused. Low conscientiousness is associated with flexibility and spontaneity, but can also appear as sloppiness and lack of reliability. High conscientiousness indicates a preference for planned rather than spontaneous behavior.	Goldberg, L. R. (1992).

Table 3: Constructs and Definitions – Moderators

Hypotheses

There have been numerous indications that the expectancy (or instrumentality) model may provide an effective framework for developing a sound, actionable model of sales force motivation. Several factors support this:

First, tests of expectancy motivation models across different occupational groups, including the selling profession, have provided empirical support for the model's ability to predict effort and performance (Campbell et al. 1970; Lawler 1968; Nebeker and Mitchell 1974; Porter and Lawler 1968; Schuster, Clark, and Rogers 1971; Oliver 1974).

Second, recent evidence has demonstrated significant links between managerially controllable variables, such as leadership style, and the components of the expectancy model. This suggests the expectancy theory framework is particularly well-suited for management applications, including sales management (James et al. 1977; Teas 1981, 1982; Tyagi 1982).

A key component of this expectancy framework of sales force motivation is the concept of expectancy itself, defined by Walker, Churchill, and Ford (1977) as "the salesman's estimate of the probability that expending a given amount of effort on task (i) will lead to an improved level of performance on some performance dimension (j)".

Given that salespeople's expectancy beliefs are expected to be positively related to their level of motivation towards performing a task, the examination of factors influencing these expectancy perceptions is well justified. While Vroom's (1964) original expectancy theory was a static model, later modifications proposed that expectancy and instrumentality perceptions could be influenced either directly through the actual

relationship between performance and rewards, or indirectly through feedback from past experiences (Porter and Lawler 1968; Lawler 1973).

Ultimately, sales performance can be attributed to both internal factors (such as ability, effort, and mood) and external environmental factors (such as task difficulty and support from others). Understanding these dynamics can inform more effective approaches to sales force management and motivation.

Lastly, if we are guided by expectancy theory, an individual's motivation to increase his or her effort on a given task will depend on two types of expectations: (a) that their effort will result in a desired level of performance and (b) that their performance will produce desired outcome(s).

General Hypotheses

Selling knowledge includes the salesperson's knowledge of product features and benefits, engineering skills, and the procedures required by company policies (Walker, Churchill and Ford 1977; Donath, 1993; Smith and Owens 1995). Selling skills on the other hand have been described as the individual's learned proficiency at performing the necessary tasks for the sales job, and it consists of three distinct components (Ford, Walker, Churchill, and Hartley 1987): 1. “interpersonal skills”, such as knowing how to cope with and resolve conflicts; 2. “salesmanship skills”, such as knowing how to make a presentation and how to close a sale, and 3. “technical skills”, such as knowledge of product features and benefits, engineering skills, and the procedures required by company policies.

Using the model of the determinants of sales performance, Walker, Churchill and Ford (1977) grouped salesperson performance research into five categories: motivation, sales aptitude, selling skills, role clarity, and personal, organizational and environmental variables. The results of their research indicated that selling skills were the second most important of the five variables seen in these researchers' models of sales performance, both "in terms of average size of association with performance and in terms of real variation (that is, variation not attributable to sampling error)" (Walker, Churchill and Ford 1977).

Despite the importance of selling skills as determinant of sales performance, Churchill, Ford, Hartley, and Walker (1985) observed that research attention to the area of selling skills has been sporadic and limited. Based on the prior research on selling skills by Churchill, Ford, Hartley, and Walker (1985) described as "a salesperson's learned proficiency at performing the necessary tasks for the sales job", we utilize the three distinct components of Ford, Walker, Churchill, and Hartley (1987) in appreciating the determinants of salesperson's selling skills. We therefore do so by examining the 3 proposed areas of: Interpersonal skills, such as knowing how to cope with and resolve conflicts; salesmanship skills, such as knowing how to make a presentation and how to close a sale; and, technical skills, such as knowledge of product features and benefits, engineering skills, and the procedures required by company policies.

Therefore:

H1. *As a salesperson's Interpersonal skills increases, their sales performance will increase*

H2. *As a salesperson's Interpersonal skills increases, their sales efforts will increase*

Weitz, Sujan, and Sujan (1986) determined that there is an association between salesperson's selling-related knowledge and sales performance, and there is a moderating influence of the facets of the selling process (e.g., prospecting, making sales calls, etc.) on overall sales performance. It was indicated, the organization of knowledge directly affects the salesperson's ability to identify accurately the client's product- and sales-related desires. In turn, the identification of product requirements affects the salesperson's prospecting performance. The ability to uncover both product-related and sales-related needs affects the skill with which the salesperson performs the functions of selling, that is, choosing the selling strategy that best meets the needs of the consumer (Weitz 1981). Choice of strategy subsequently affects salesperson performance at the sales call, sales presentation, and closing stages of the sales process. Finally, performance at each stage of the sales process determines the level of sales realized by the salesperson.

Therefore:

H3. *As a salesperson's salesmanship skills increases, their sales performance will increase*

H4. *As a salesperson's salesmanship skills increases, their sales efforts will increase*

In their paper "Salesperson Knowledge Distinctions and Sales Performance" Leigh, DeCarlo, Allbright and Lollar (2013) advanced that a salesperson's knowledge has a direct relationship to performance. Leigh, et. al. (2013) demonstrated that higher performing sales personnel had more elaborate, conditional and context-specific procedural knowledge than that of less effective agents. Moreover, higher performing sales personnel's conditional knowledge was shown to be more relevant to the sales call and more adaptive or responsive to the specific condition than lower performers.

Verbeke, Dietz & Verwaal (2011) also revised the classification scheme for sales performance determinants devised by Walker et al. (1977) and demonstrated significant relationships with sales performance and selling-related knowledge (β=.28) and as well significant relationships with sales performance and cognitive aptitude (β=.23).

These results fueled our call for further research concerning sales knowledge and its effects on sales performance.

Therefore:

H5. *As a salesperson's technical knowledge skills increases, their sales performance will increase*

H6. *As a salesperson's technical knowledge skills increases, their sales efforts will increase*

Research has consistently demonstrated the importance of role clarity for salespeople in shaping key job-related outcomes. Donnelly and Ivancevich (1975) found that a salesperson's role clarity (the opposite of role ambiguity) was positively associated with general job interest, job satisfaction, and negatively related to job tension and propensity to leave the organization.

Building on these findings, Walker, Churchill, and Ford's (1975) study showed that salespeople's role clarity could be improved through two key managerial practices:

1. Providing closer supervision
2. Incorporating the salespersons' input in developing work standards

Furthermore, Teas, Wacker, and Hughes (1979) used path analysis to demonstrate that role clarity (the opposite of role ambiguity) is positively linked to both sales performance and participation in decision-making processes.

Collectively, these studies underscore the critical importance of role clarity for salespeople. When salespeople have a clear understanding of their responsibilities, expectations, and decision-making authority, it leads to more positive job-related outcomes, such as higher satisfaction, lower turnover intentions, and improved performance.

By focusing on strategies that enhance role clarity, such as effective supervision and employee involvement, sales organizations can foster an environment that enables their sales teams to thrive. This, in turn, can contribute to overall sales force productivity and success. Verbeke, Dietz & Verwaal (2011) as well revised the classification scheme for sales performance determinants devised by Walker et al. (1977) and demonstrated significant relationships with sales performance and role ambiguity ($\beta = -.25$).

Therefore:

H7. *As a salesperson's role ambiguity is increased, their sales effort will decrease*

H8. *As a salesperson's role ambiguity is increased, their sales performance will decrease*

At the individual level of analysis, leadership empowerment has been positively linked to managerial performance, innovation, job satisfaction and organizational commitment, and negatively linked to turnover intentions (Koberg et al., 1999). It should be recognized as well that "employees with low levels of product and industry knowledge and low experience (typically junior employees) benefit the most from leadership behaviors that are empowering as opposed to high-knowledge and experienced employees who reap no clear benefits" (Rapp et. al., 2010). Likewise, Lee, Willis and Tian (2016) found evidence for the positive effects of Leadership Empowerment on performance, organizational citizenship behavior and creativity at both the individual and team levels. Research by

Smith, Jones, and Blair (2000) suggests that a salesperson's motivation and performance can be positively influenced by the managerial actions taken during the implementation phase of a territory realignment.

Similarly, studies on leadership and management skills (Bennis & Nanus, 1985; House, in press; Kanter, 1979, 1983; McClelland, 1975) also suggest that the practice of empowering subordinates is a principal component of managerial and organizational effectiveness. Likewise, analysis of power and control within organizations by Tannenbaum (1968) and Kanter (1979) revealed that the total productive forms of organizational power and effectiveness grow with superiors' sharing of power and control with subordinates. Finally, experiences in team building within organizations (Beckhard, 1969; Neilsen, 1986) suggest that empowerment techniques play a crucial role in group development and maintenance.

In their paper “Managerial coaching and sales performance: the influence of salesforce approaches and organizational demands” Coimbra and Proença (2021) confirm that managerial coaching has a positive impact on sales force performance through customer and results orientation, with customer orientation having a greater impact on performance.

In contrast, the findings of Cravens et al. (2002) in their study "Formal and informal management control combinations in sales organizations - The impact on salesperson consequences" suggest that, contrary to the benefits of leadership empowerment, salespeople who work under a more visible, high-control management system tend to perform better, experience higher job satisfaction, and display lower levels

of burnout and role stress compared to those working under bureaucratic, clan-based, or low-control combinations.

Therefore:

H9. *As a salesperson's perceived sales leadership empowerment is increased, their sales efforts will increase*

H10. *As a salesperson's perceived sales leadership empowerment is increased, their sales performance will increase*

Sales Channel Hypotheses

Although selling virtually is less direct, has less face-to face interaction, less relationship-building and requires a salesperson to be more tech-savvy and is considered more difficult and somewhat reduces the strength of the selling relationship and sales performance, data from McKinsey & Company (2021) reveals that "approximately 75% of Business-to-Business customers (personal selling) now prefer remote sales interactions than face-to-face interactions". El-Shinnawy and Markus (1992), just over 30 years ago also indicated that "electronic mail was preferred over voice mail for the exchange of information to reduce uncertainty" and contrary to the predictions of Media Richness Theory, "voice mail was not preferred over electronic mail for the resolution of equivocality". Further, Walther (1992) suggested that "users of computer mediated communication (CMC) messages may likewise develop relationships and express multidimensional relational messages through verbal or textual cues". Markus (1994) later demonstrated that even lean media (such as text-based electronic mail) can be used for complex communication and that "richer media" (such as face-to-face meetings) are not necessarily preferable or more effective than "leaner electronic media".

Barkhi, Jacob and Pirkul (1999) compared the performance of the leader and members with respect to if computer mediated communication. The results indicate that groups using face-to-face (FTF) channel outperformed groups using computer mediated communication (CMC). The results indicate that the ability to communicate in a FTF manner still resulted in better overall performance of the groups. The leaders in the FTF groups performed better than the leaders in the CMC groups on one of the measures of performance (efficient frontier), but not the other (reward). Hence, the authority given to the leader seems to mitigate, to some extent, the effect of communication media.

Hybrid selling utilizes a combination of both traditional physical channels and virtual channels (such as the Internet). This hybrid selling system according to Moriarty & Moran, 1990; Webb & Hogan (2002) is "rapidly becoming a standard business model" and "the increasing popularity of this strategy results from the potential advantages of extended market coverage and increased sales volume; lower absolute or relative costs; better accommodation of customers' evolving needs; more and better information" (Coelho & Easingwood, 2003).

Šaković et al. (2020) found that while the overall relationship between e-commerce and firm performance was negative, this relationship was positively mediated by the use of certain online sales channels. Specifically, the benefits of e-commerce in terms of higher sales were more pronounced when firms utilized commercial websites and online marketplaces as part of their sales strategies.

On the other hand, the interaction between e-commerce and search engines had an insignificant effect on firm sales performance.

Šaković et al.'s (2020) study advances the research on e-commerce by emphasizing the importance of the mediating effect of different online selling methods. Their findings suggest that the sales advantages of e-commerce are not uniform, but it depends on the specific internet sales channels a firm employs.

Therefore:

H11 (a). *As a salesperson's Interpersonal skills is moderated by face-to-face selling, their sales effort will increase*

H11 (b). *As a salesperson's Interpersonal skills is moderated by hybrid (omni) selling, their sales effort will increase*

H11 (c). *As a salesperson's Interpersonal skills is moderated by remote selling, their sales effort will increase*

H12 (a). *As a salesperson's salesmanship skills is moderated by face-to-face selling, their sales effort will increase*

H12 (b). *As a salesperson's salesmanship skills is moderated by hybrid (omni) selling, their sales effort will increase*

H12 (c). *As a salesperson's Interpersonal skills is moderated by remote selling, their sales effort will increase*

H13 (a). *As a salesperson's technical knowledge skills is moderated by face-to-face selling, their sales effort will increase*

H13 (b). *As a salesperson's technical knowledge skills is moderated by hybrid (omni) selling, their sales effort will increase*

H13 (c). *As a salesperson's technical knowledge skills is moderated by remote selling, their sales effort will increase*

H14 (a). *As a salesperson's role ambiguity is moderated by face-to-face selling, their sales effort will increase*

H14 (b). *As a salesperson's role ambiguity is moderated by hybrid (omni) selling, their sales effort will increase*

H14 (c). *As a salesperson's role ambiguity is moderated by remote selling, their sales effort will increase*

While it would be unwise to assume that factors influencing collocated (face-to-face) team effectiveness are valid for virtual teams, the findings of Kirkman et. al., (2004) show that "highly empowered virtual teams are associated with significantly higher levels of process improvement and customer satisfaction than were less empowered teams". Moreover, "high levels of team empowerment (by leaders) were critical to process improvement for teams that rarely met face-to-face" (Kirkman et. al., 2004). To enhance the effectiveness of virtual teams, it was suggested that "managers bring virtual teams together for periodic face-to face meetings to enhance process improvement" (Kirkman et. al., 2004). Alternatively, where periodic face-to-face meetings were not feasible, "managers need to make extra efforts to empower virtual teams to deal directly and decisively with process improvement issues" (Kirkman et. al., 2004). There should be no surprise in understanding this as its more than 30 years we know that "technology isn't the problem, nor is it the fundamental barrier to more telecommuting" (Niles, 2007) rather, it has been shown that "it is management's attitude (and support) that remains the fundamental issue to telecommuting" (Niles, 2007). Chawla et. al. (2020) identified that a manager's role is in facilitating technology skills, providing informal social support to

remote or virtual salespeople using technology, and encouraging strategic behaviors in salespeople.

Rapp, Ahearne, Mathieu, and Rapp (2010) investigated the linear and interactive influences of leader-empowering behaviors, team experience, and the degree of virtuality on performance among virtual sales teams and their results indicated that empowering leadership improved team planning processes. Kirkman, Rosen, Tesluk and Gibson (2004) also investigated the relationship between team empowerment and virtual team performance and found that team empowerment was also positively related to process improvement and customer satisfaction of virtual teams. Further, the number of face-to-face meetings moderated the relationship between team empowerment and process improvement revealing that team empowerment was a stronger predictor for teams that met face-to face less, rather than more, frequently.

Therefore:

H15 (a). *As a salesperson's perceived sales leadership empowerment is moderated by face-to-face selling, their sales effort will increase*

H15 (b). *As a salesperson's perceived sales leadership empowerment is moderated by hybrid (omni) selling, their sales effort will increase*

H15 (c). *As a salesperson's perceived sales leadership empowerment is moderated by remote selling, their sales effort will increase*

Sousa & Voss (2006) examined customers using the two service channels, physical channel (branch bank) and virtual service (internet banking channel) in a French bank and determined that three factors influence multi-channel customer satisfaction in a positive manner: the perceived service quality through the virtual channel, the perceived

service quality through the traditional channel and the multi-channel integration quality. Their findings revealed that physical service quality is the most influential determinant of satisfaction. The stronger impact on branch perceived service quality confirms the Rolland's (2003) study about the dominance of traditional physical channel as a benchmark of quality. Today, even if internet banking is very successful in this French bank, the branch remains the backbone of the relationship. Most customers use internet banking for routine services (standardized, relatively simple service operations), while the branch (face-to-face interaction with service employees) is used for complex or non-routine services. As Van Birgelen et al. (2006) noted, 'nonroutine service customers perceive a multi-channel system with a well-performing, satisfactory internet channel, in combination with knowledgeable and friendly service employees to be more value-adding than just a mono-channel approach'. Regarding internet banking service quality (virtual service quality), two dimensions play a key role: the site design and the ease of use. With the bank site being used mostly for routine service, customers place greater importance on the site interface.

Providing customers with a continuous, seamless multi-channel experience is likely to result in higher levels of customer satisfaction (Rosenbloom, 2007; Sousa & Voss, 2006). Fundamentally, long-term customer relationships are built on trust (Payne & Frow, 2004).

Customers derive greater benefits when traditional and virtual sales channels complement each other and leverage existing synergies meaning that customers experience more value when traditional and virtual sales channels are integrated and capitalize on the synergies between them.

The study showed that bricks-and-mortar service quality is still important for the overall satisfaction of consumers in a multi-channel context: face-to-face service encounter remains a central point for service quality; virtual service quality is less important, although it has become an element of the service quality question.

Sheng & Lu (2019) examined the rapid development of information communication technology (ICT) and "the influence of information communication technology on (rural) farmers' sales channels" represented by mobile phones and the internet which they determined allowed farming information and knowledge to be more easily available and accessible resulting in an increase in production of their vegetable production. The results show that the differences between the farm households with and without access to ICT, as well as those who passively rather than actively acquire information, have a significant impact on the choice of sales channels. Using ICT increased the probability that farmers choose sales through middlemen and cooperatives and reduces the probability of self-sales. Actively acquiring information had a positive impact on the cooperative channel choice and a significant impact on sales. Accordingly, they recommend that the government should increase the penetration rate of ICT, strengthen the information technology in rural areas, emphasize the construction of information sources (such as the collection and distribution of market information), enhance information literacy among farmers, reduce their transaction costs, and increase overall farmer participation in the market.

Therefore:

H16 (a). *As a salesperson's technical knowledge skills are moderated by face-to-face selling, their sales performance will increase*

H16 (b). *As a salesperson's technical knowledge skills are moderated by hybrid (omni) selling, their sales performance will increase*

H16 (c). *As a salesperson's technical knowledge skills are moderated by remote selling, their sales performance will increase*

H17 (a). *As a salesperson's sales efforts are moderated by face-to-face selling, their sales performance will increase*

H17 (b). *As a salesperson's sales efforts are moderated by hybrid (omni) selling, their sales performance will increase*

H17 (c). *As a salesperson's sales efforts are moderated by remote selling, their sales performance will increase*

H18 (a). *As a salesperson's perceived sales leadership empowerment is moderated by face-to-face selling, their sales performance will increase*

H18 (b). *As a salesperson's perceived sales leadership empowerment is moderated by hybrid (omni) selling, their sales performance will increase*

H18 (c). *As a salesperson's perceived sales leadership empowerment is moderated by remote selling, their sales performance will increase*

H19 (a). *As a salesperson's role ambiguity is moderated by face-to-face selling, their sales performance will increase*

H19 (b). *As a salesperson's role ambiguity is moderated by hybrid (omni) selling, their sales performance will increase*

H19 (c). *As a salesperson's role ambiguity is moderated by remote selling, their sales performance will increase*

H20 (a). *As a salesperson's salesmanship skills are moderated by face-to-face selling, their sales performance will increase*

H20 (b). *As a salesperson's salesmanship skills are moderated by hybrid (omni) selling, their sales performance will increase*

H20 (c). *As a salesperson's salesmanship skills are moderated by remote selling, their sales performance will increase*

H21 (a). *As a salesperson's interpersonal selling skills are moderated by face-to-face selling, their sales performance will increase*

H21 (b). *As a salesperson's interpersonal selling skills are moderated by hybrid (omni) selling, their sales performance will increase*

H21 (c). *As a salesperson's interpersonal selling skills are moderated by remote selling, their sales performance will increase*

In the early 1990s, researchers gained increasing confidence in the robustness of the Five-Factor Model of personality, as evidenced by the work of Goldberg (1993) and Hurtz and Donovan (2000). This led researchers, such as Barrick and Mount (1991), to begin adopting the Big Five personality framework for employee selection studies. In the reviews of both Barrick and Mount (1991) and Tett et al. (1991), the researchers used studies that provided correlations between personality type variables and job performance, categorizing the various personality variables into one of the Big Five dimensions to estimate the strength of these variables' correlation with job performance. The general consensus drawn by researchers and practitioners was that personality does in fact hold some utility as a predictor of job performance.

In the paper “Personality characteristics that predict effective performance of sales people” Willem Verbeke (1994) analyzed the way in which salespeople manage sales-client conversations and suggested that “better salespeople possess personality traits which enable them to guide the evolution of a conversation” and that “some indirect evidence that personality traits, and especially the self-monitoring scale, can predict sales success”.

Vinchur, Schippmann, Switzer, and Roth (1998) likewise evaluated predictors of both objective and subjective sales performance. Biodata Measures (that is, behaviors) and Sales Ability inventories were found to be good predictors. Potency (a subdimension of Extraversion) predicted supervisor ratings of performance and objective measures of sales. Achievement (a component of Conscientiousness) predicted supervisor ratings of performance and objective measures of sales. In a study of salespeople at a large German insurance company, Wihler et al. (2017) examined the relationship between two personality traits - conscientiousness and extraversion - and sales performance. Their findings indicated that these two personality factors, when considered together, had a significant positive relationship with sales performance.

Therefore:

H22 (a). *Introversion-extraversion will influence the relationship between a salesperson's perceived sales leadership empowerment and their sales performance, such that an increase in a salesperson's introversion-extraversion will likely increase their perceived sales leadership empowerment and therefore will likely increase sales performance*

H22 (b). *Pleasantness-agreeableness will influence the relationship between a salesperson's perceived sales leadership empowerment and their sales performance, such*

that an increase in a salesperson's pleasantness-agreeableness will likely increase their perceived sales leadership empowerment and therefore will likely increase sales performance

H22 (c). *Conscientiousness-dependability will influence the relationship between a salesperson's perceived sales leadership empowerment and their sales performance, such that an increase in a salesperson's conscientiousness- dependability will likely increase their perceived sales leadership empowerment and therefore will likely increase sales performance*

H22 (d). *Emotional stability will influence the relationship between a salesperson's perceived sales leadership empowerment and their sales performance, such that an increase in a salesperson's emotional stability will likely increase their perceived sales leadership empowerment and therefore will likely increase sales performance*

H22 (e). *Intellect-sophistication will influence the relationship between a salesperson's perceived sales leadership empowerment and their sales performance, such that an increase in a salesperson's intellect-sophistication will likely increase their perceived sales leadership empowerment and therefore will likely increase sales performance*

H23 (a). *Introversion-extraversion will influence the relationship between a salesperson's perceived sales leadership empowerment and their sales effort, such that an increase in a salesperson's introversion-extraversion will likely increase their perceived sales leadership empowerment and therefore will likely increase sales effort*

H23 (b). *Pleasantness-agreeableness will influence the relationship between a salesperson's perceived sales leadership empowerment and their sales effort, such that an*

increase in a salesperson's pleasantness-agreeableness will likely increase their perceived sales leadership empowerment and therefore will likely increase sales effort

H23 (c). *Conscientiousness-dependability will influence the relationship between a salesperson's perceived sales leadership empowerment and their sales effort, such that an increase in a salesperson's conscientiousness- dependability will likely increase their perceived sales leadership empowerment and therefore will likely increase sales effort*

H23 (d). *Emotional stability will influence the relationship between a salesperson's perceived sales leadership empowerment and their sales effort, such that an increase in a salesperson's emotional stability will likely increase their perceived sales leadership empowerment and therefore will likely increase sales effort*

H23 (e). *Intellect-sophistication will influence the relationship between a salesperson's perceived sales leadership empowerment and their sales effort, such that an increase in a salesperson's intellect-sophistication will likely increase their sales leadership empowerment and therefore will likely increase sales effort*

Role Ambiguity Hypotheses

H24 (a). *Introversion-extraversion will influence the relationship between a salesperson's role ambiguity and their sales performance, such that an increase in a salesperson's introversion-extraversion will likely decrease their role ambiguity and therefore will likely increase sales performance*

H24 (b). *Pleasantness-agreeableness will influence the relationship between a salesperson's role ambiguity and their sales performance, such that an increase in a salesperson's pleasantness-agreeableness will likely decrease their role ambiguity and therefore will likely increase sales performance*

H24 (c). *Conscientiousness-dependability will influence the relationship between a salesperson's role ambiguity and their sales performance, such that an increase in a salesperson's conscientiousness-dependability will likely decrease their role ambiguity and therefore will likely increase sales performance*

H24 (d). *Emotional stability will influence the relationship between a salesperson's role ambiguity and their sales performance, such that an increase in a salesperson's emotional stability will likely increase their perceived sales leadership empowerment and therefore will likely increase sales performance*

H24 (e). *Intellect-sophistication will influence the relationship between a salesperson's role ambiguity and their sales performance, such that an increase in a salesperson's intellect-sophistication will likely increase their role ambiguity and therefore will likely increase sales performance*

H25 (a). *Extraversion will influence the relationship between a salesperson's role ambiguity and their sales effort, such that an increase in a salesperson's extraversion will likely decrease role ambiguity and therefore will likely increase sales effort*

H25 (e). *Intellect-sophistication will influence the relationship between a salesperson's role ambiguity and their sales effort, such that an increase in a salesperson's intellect-sophistication will likely decrease role ambiguity and therefore will likely increase sales effort*

H25 (a). *Introversion-extraversion will influence the relationship between a salesperson's role ambiguity and their sales effort, such that an increase in a salesperson's introversion-extraversion will likely decrease their role ambiguity and therefore will likely increase sales effort*

H25 (b). *Pleasantness-agreeableness will influence the relationship between a salesperson's role ambiguity and their sales effort, such that an increase in a salesperson's pleasantness-agreeableness will likely decrease their role ambiguity and therefore will likely increase sales effort*

H25 (c). *Conscientiousness-dependability will influence the relationship between a salesperson's role ambiguity and their sales effort, such that an increase in a salesperson's conscientiousness-dependability will likely decrease their role ambiguity and therefore will likely increase sales effort*

H25 (d). *Emotional stability will influence the relationship between a salesperson's role ambiguity and their sales effort, such that an increase in a salesperson's emotional stability will likely increase their perceived sales leadership empowerment and therefore will likely increase sales effort*

H25 (e). *Intellect-sophistication will influence the relationship between a salesperson's role ambiguity and their sales effort, such that an increase in a salesperson's intellect-sophistication will likely increase their role ambiguity and therefore will likely increase sales effort*

Technical Knowledge Skills Hypotheses

H26 (a). *Introversion-extraversion will influence the relationship between a salesperson's technical knowledge skills and their sales effort, such that an increase in a salesperson's introversion-extraversion will likely increase their technical knowledge skills and therefore will likely increase sales effort*

H26 (b). *Pleasantness-agreeableness will influence the relationship between a salesperson's role technical knowledge skills and their sales effort, such that an increase*

in a salesperson's pleasantness-agreeableness will likely increase their technical knowledge skills and therefore will likely increase sales effort

H26 (c). *Conscientiousness-dependability will influence the relationship between a salesperson's technical knowledge skills and their sales effort, such that an increase in a salesperson's conscientiousness-dependability will likely increase their technical knowledge skills and therefore will likely increase sales effort*

H26 (d). *Emotional stability will influence the relationship between a salesperson's technical knowledge skills and their sales effort, such that an increase in a salesperson's emotional stability will likely increase their technical knowledge skills and therefore will likely increase sales effort*

H26 (e). *Intellect-sophistication will influence the relationship between a salesperson's technical knowledge skills and their sales effort, such that an increase in a salesperson's intellect-sophistication will likely increase their technical knowledge skills and therefore will likely increase sales effort*

H27 (a). *Introversion-extraversion will influence the relationship between a salesperson's technical knowledge skills, such that an increase in a salesperson's introversion-extraversion will likely increase their technical knowledge skills and therefore will likely increase sales performance*

H27 (b). *Pleasantness-agreeableness will influence the relationship between a salesperson's role technical knowledge skills and their sales performance, such that an increase in a salesperson's pleasantness-agreeableness will likely increase their technical knowledge skills and therefore will likely increase sales performance*

H27 (c). *Conscientiousness-dependability will influence the relationship between a salesperson's technical knowledge skills and their sales performance, such that an increase in a salesperson's conscientiousness-dependability will likely increase their technical knowledge skills and therefore will likely increase sales performance*

H27 (d). *Emotional stability will influence the relationship between a salesperson's technical knowledge skills and their sales performance, such that an increase in a salesperson's emotional stability will likely increase their technical knowledge skills and therefore will likely increase sales performance*

H27 (e). *Intellect-sophistication will influence the relationship between a salesperson's technical knowledge skills and their sales performance, such that an increase in a salesperson's intellect-sophistication will likely increase their technical knowledge skills and therefore will likely increase sales performance*

Salesmanship Skills Hypotheses

H28 (a). *Introversion-extraversion will influence the relationship between a salesperson's salesmanship skills and their sales effort, such that an increase in a salesperson's introversion-extraversion will likely increase their salesmanship skills and therefore will likely increase sales effort*

H28 (b). *Pleasantness-agreeableness will influence the relationship between a salesperson's salesmanship skills and their sales effort, such that an increase in a salesperson's pleasantness-agreeableness will likely increase their salesmanship skills and therefore will likely increase sales effort*

H28 (c). *Conscientiousness-dependability will influence the relationship between a salesperson's salesmanship skills and their sales effort, such that an increase in a*

salesperson's conscientiousness-dependability will likely increase their salesmanship skills and therefore will likely increase sales effort

H28 (d). *Emotional stability will influence the relationship between a salesperson's salesmanship skills and their sales effort, such that an increase in a salesperson's emotional stability will likely increase their salesmanship skills and therefore will likely increase sales effort*

H28 (e). *Intellect-sophistication will influence the relationship between a salesperson's salesmanship skills and their sales effort, such that an increase in a salesperson's intellect-sophistication will likely increase their salesmanship skills and therefore will likely increase sales effort*

H29 (a). *Introversion-extraversion will influence the relationship between a salesperson's salesmanship skills and their sales performance, such that an increase in a salesperson's introversion-extraversion will likely increase their salesmanship skills and therefore will likely increase sales performance*

H29 (b). *Pleasantness-agreeableness will influence the relationship between a salesperson's salesmanship skills and their sales performance, such that an increase in a salesperson's pleasantness-agreeableness will likely increase their salesmanship skills and therefore will likely increase sales performance*

H29 (c). *Conscientiousness-dependability will influence the relationship between a salesperson's salesmanship skills and their sales performance, such that an increase in a salesperson's conscientiousness-dependability will likely increase their salesmanship skills and therefore will likely increase sales performance*

H29 (d). *Emotional stability will influence the relationship between a salesperson's salesmanship skills and their sales performance, such that an increase in a salesperson's emotional stability will likely increase their salesmanship skills and therefore will likely increase sales performance*

H29 (e). *Intellect-sophistication will influence the relationship between a salesperson's salesmanship skills and their sales performance, such that an increase in a salesperson's intellect-sophistication will likely increase their salesmanship skills and therefore will likely increase sales performance*

Interpersonal Skills Hypotheses

H30 (a). *Introversion-extraversion will influence the relationship between a salesperson's interpersonal skills and their sales effort, such that an increase in a salesperson's introversion-extraversion will likely increase their interpersonal skills and therefore will likely increase sales effort*

H30 (b). *Pleasantness-agreeableness will influence the relationship between a salesperson's interpersonal skills and their sales effort, such that an increase in a salesperson's pleasantness-agreeableness will likely increase their interpersonal skills and therefore will likely increase sales effort*

H30 (c). *Conscientiousness-dependability will influence the relationship between a salesperson's interpersonal skills and their sales effort, such that an increase in a salesperson's conscientiousness-dependability will likely increase their interpersonal skills and therefore will likely increase sales effort*

H30 (d). *Emotional stability will influence the relationship between a salesperson's interpersonal skills and their sales effort, such that an increase in a salesperson's emotional stability will likely increase their interpersonal skills and therefore will likely increase sales effort*

H30 (e). *Intellect-sophistication will influence the relationship between a salesperson's interpersonal skills and their sales effort, such that an increase in a salesperson's intellect-sophistication will likely increase their interpersonal skills and therefore will likely increase sales effort*

H31 (a). *Introversion-extraversion will influence the relationship between a salesperson's interpersonal skills and their sales performance, such that an increase in a salesperson's introversion-extraversion will likely increase their interpersonal skills and therefore will likely increase sales performance*

H31 (b). *Pleasantness-agreeableness will influence the relationship between a salesperson's interpersonal skills and their sales performance, such that an increase in a salesperson's pleasantness-agreeableness will likely increase their interpersonal skills and therefore will likely increase sales performance*

H31 (c). *Conscientiousness-dependability will influence the relationship between a salesperson's interpersonal skills and their sales performance, such that an increase in a salesperson's conscientiousness-dependability will likely increase their interpersonal skills and therefore will likely increase sales performance*

H31 (d). *Emotional stability will influence the relationship between a salesperson's interpersonal skills and their sales performance, such that an increase in a salesperson's*

emotional stability will likely increase their interpersonal skills and therefore will likely increase sales performance

H31 (e). *Intellect-sophistication will influence the relationship between a salesperson's interpersonal skills and their sales performance, such that an increase in a salesperson's intellect-sophistication will likely increase their interpersonal skills and therefore will likely increase sales performance*

Sales Effort & Sales Performance

H32 (a). *Introversion-extraversion will influence the relationship between a salesperson's sales efforts and their sales performance, such that an increase in a salesperson's introversion-extraversion will likely increase their sales efforts and therefore will likely increase sales performance*

H32 (b). *Pleasantness-agreeableness will influence the relationship between a salesperson's sales efforts and their sales performance, such that an increase in a salesperson's pleasantness-agreeableness will likely increase their sales efforts and therefore will likely increase sales performance*

H32 (c). *Conscientiousness-dependability will influence the relationship between a salesperson's sales efforts and their sales performance, such that an increase in a salesperson's conscientiousness-dependability will likely increase their sales efforts and therefore will likely increase sales performance*

H32 (d). *Emotional stability will influence the relationship between a salesperson's sales efforts and their sales performance, such that an increase in a salesperson's emotional stability will likely increase their sales efforts and therefore will likely increase sales performance*

H32 (e). *Intellect-sophistication will influence the relationship between a salesperson's effort and their sales performance, such that an increase in a salesperson's intellect-sophistication will likely increase their sales efforts and therefore will likely increase sales performance*

H33 (a). *Introversion-extraversion (M) will influence the relationship between a salesperson's sales efforts and their sales performance, such that an increase in a salesperson's introversion-extraversion will likely increase their sales efforts and therefore will likely increase sales performance*

H33 (b). *Pleasantness-agreeableness (M) will influence the relationship between a salesperson's sales efforts and their sales performance, such that an increase in a salesperson's pleasantness-agreeableness will likely increase their sales efforts and therefore will likely increase sales performance*

H33 (c). *Conscientiousness-dependability (M) will influence the relationship between a salesperson's sales efforts and their sales performance, such that an increase in a salesperson's conscientiousness-dependability will likely increase their sales efforts and therefore will likely increase sales performance*

H33 (d). *Emotional stability (M) will influence the relationship between a salesperson's sales efforts and their sales performance, such that an increase in a salesperson's emotional stability will likely increase their sales efforts and therefore will likely increase sales performance*

H33 (e). *Intellect-sophistication (M) will influence the relationship between a salesperson's effort and their sales performance, such that an increase in a salesperson's*

intellect-sophistication will likely increase their sales efforts and therefore will likely increase sales performance

Personal Attributes Hypotheses

Our review of the existing literature has determined that only a few researchers have examined the relationship between age, length of tenure, and sales performance of salespeople and the results of existing studies remain very contradictory (Kwak, Anderson, Leigh, & Bonifield, 2019). Interestingly, according to Churchill, Ford, Hartley, and Walker (1985), "the determinants of sales performance can be ordered in terms of the average size of their association with performance, but, when ordered according to the amount of the observed variation in correlations across studies that are real variation (i.e., not attributable to sampling error), the determinants ranks personal factors as the leading factor in determining performance, followed afterwards factors as by skill, role variables, aptitude, motivation, and organizational & environmental factors".

Bausch (1980) examined how the salesperson's sex, age, and time-on-the-job (length of tenure) moderated their relationship with sales management. The findings indicated that both age and time in the role enhanced the understanding of how the physiological and psychological changes associated with aging can influence the salesperson's responses to the relationship with sales management.

This research built upon a stream of prior work in the organizational behavior literature, including studies by Gibson and Klien (1970), Hunt and Saul (1975), and Schwab and Heneman (1977). Subsequently, similar investigations have emerged in the

sales management domain, such as the studies by Bush and Busch (1979) and Churchill, Ford, and Walker (1976).

Collectively, these studies provided the foundation for developing and testing hypotheses about the effects of aging and job tenure on various workplace relationships and outcomes. In the context of the salesperson-sales manager dynamic, Bausch's (1980) findings suggest that accounting for the salesperson's age and time-on-the-job can offer valuable insights into understanding the evolving power dynamics and interactions within this critical professional relationship.

By integrating these demographic and career-related factors, researchers can gain a more nuanced perspective on the variables that shape the exchanges between salespeople and their managers. This, in turn, can inform strategies for optimizing the management of sales teams across different stages of the employees' careers.

Overall, this research highlights the importance of considering the personal and professional characteristics of salespeople when examining their relationships with sales management and the subsequent implications for performance.

Similarly, according to Teas (1981), a salesperson's personal characteristics and his or her perceptions of supervisory style, organizational communication, job significance and autonomy, job variety and completeness, job complexity, and selling constraints are potentially important predictors of salesforce motivation (and sales performance).

These “personal attributes” are the “intra-individual factors” that might be related to salespeople’s performance, but which are not part of the aptitude, skill level,

motivation and role perceptions components (Churchill et al. 1985). As detailed prior, personal attributes ("intra-individual factors") are the second largest category of associations, accounting for approximately 25% of all reported correlations (Churchill et al., 1985). Ford et al. (1987) detailed that "biographical variables are believed to affect a person's potential (sales) performance". In a follow-up study using the original data (Ford, Walker, Churchill, & Hartley, 1987), Vinchur et. al. (1998) separated out predictor categories and found the "personal history" category to be by far the most promising predictor. None of the other categories accounted for more than 12% of the variance in performance.

Dissimilar results were found by Feng and Fay (2016) who obtained significantly different results while examining the relationship between salespeople's capabilities and future sales performance. Feng and Fay (2016) found that although a salesperson's capability had a significant relationship with future sales performance, both a salesperson's age and length of tenure had insignificant relationships with sales performance. In fact, Feng and Fay (2016) found that the only individual elements of salespersons capability had a significant relationship with sales were salespeople's intention to quit a job and the average age of customers.

Stajkovic et al. (2018) obtained similar results when analyzing the relationship between salespeople's age, tenure, general self-efficacy, and sales performance among sales associates in US and Canada and concluded that "salespeople's age and length of tenure had significant a relationship with past performance and future performance". Interestingly, although "length of tenure and age impacts sales, salespeople who had long tenure sold more profitable cars regardless of age" (Stajkovic et al., 2018). According to

Stajkovic et. al (2018) “regression analysis revealed that in total age, gender, length of tenure, years of industry, and past sales performance explained 42% variance in future sales performance and that the strongest predictor for future sales performance was past sales performance” (Stajkovic et al., 2018).

Age

According to Owens (1976) certain “personal or biodata characteristics have implications for a salesperson’s commitment to the organization and offers potentially useful insights for recruiting, training and motivating salespeople”. Personal characteristics such as age, education, and experience are easily measured and if organizations are interested in locating committed individuals, recruiting efforts should be greatly facilitated if such personal factors were reliably linked to salesforce commitment (and performance). Age, after all, has been positively related to organizational commitment by several researchers (Angle and Perry 1983; Hunt, Chonko, and Wood 1985; Morris and Sherman 1981; Pierce and Dunham 1987; and Steers 1977).

Lee and Wilbur in "Age, education, job tenure, salary, job characteristics, and job satisfaction: A multivariate analysis" (1985) investigated the relationship of age to job satisfaction. The results showed that job satisfaction increased with age. Younger employees were less satisfied overall with their jobs. Although when the effects of salary, job tenure, and education were removed independently as well as simultaneously, the same differences were found. Age nevertheless has always been shown to be consistently related to job satisfaction (Rhodes, 1983). According to Vinchur, Schippmann, Switzer, and Roth (1998), age predicted ratings but not objective sales. On the basis of a small number of studies, age appears to be a promising predictor of sales success. Dwyer,

Orlando & Shepherd (1998) in their research discovered that salespeople are primarily attracted to prospects who are similar to themselves in terms of age.

Gender

Additionally, Dwyer, Orlando & Shepherd (1998) in their study "An Exploratory Study of Gender and Age Matching in the Salesperson-Prospective Customer Dyad: Testing Similarity-Performance Predictions" indicated that "salespeople are primarily attracted to prospects who are similar to themselves in terms of age and gender". However, contrary to predictions, buyer-seller age similarity was found to have no impact on sales performance, while gender mismatch in the sales dyad was found to actually enhance performance. This study therefore contributes to the sales force diversity literature by providing theoretical foundations for: (1) investigating salesperson preferences for selling to similar others; and (2) exploring the dynamic nature of these preferences as they relate to salesperson performance. In doing so, this study empirically examines gender and age, two key aspects of sales force diversity.

Income

In the paper "Time-Varying Risk Premia, Labor Market Dynamics, and Income Risk" Meeuwis, Maarten, Papanikolaou, Rothbaum, and Schmidt (2023) show that time variation in risk-rewards leads to time-varying personal income risk for employees. Using US administrative data on worker earnings, they showed that increases in risk-rewards leads to lower earnings for low-wage employees; these declines are primarily driven by job separations and that "as income rises, increased risk is associated with forfeiture of a sales job." By contrast, they found that productivity shocks affect the earnings mainly of highly paid workers.

Education

A negative relationship has been supported between education and organizational commitment (Angle and Perry, 1983; Glisson and Durick 1988; Hunt et al. 1985; Morris and Sherman 1981; Steers 1977). Education implies increased mobility because a bachelor's degree or advanced technical certification adds value to an individual as a human resource. Therefore, educational attainment and heightened value appear negatively related to commitment to an employer.

Time (tenure) on the Job

The effort that salespeople put into the job have been positively related to performance. Behrman and Perreault (1984) reported that "experienced salespeople who input greater time to the job were higher performers". Mowen et al. (1985) found that "managers attributed greater performance to salespersons whom they felt were inputting more time and effort to the sales job". Similarly, Sujan (1986) found that salespeople under certain circumstances "attribute their performance to effort in terms of time input to the job".

Sales Achievement

Vinchur, Schippmann Switzer III, and Roth (1998) in their paper "A Meta-Analytic Review of Predictors of Job Performance for Salespeople" evaluated the predictors of both objective and subjective sales performance and found that biodata measures (real life experiences) and "sales ability inventories" were good predictors of the ratings criterion.

Interpersonal skills Hypotheses

H34 (a). *Age will increase the relationship between a salesperson's interpersonal skills and their sales performance, such that as a salesperson age increases their interpersonal skill and sales performance will increase*

H34 (b). *Gender will change the relationship between a salesperson's interpersonal skills and their sales performance, such that as a salesperson gender changes their interpersonal skill and sales performance will increase*

H34 (c). *Race will change the relationship between a salesperson's interpersonal skills and their sales performance, such that a change in a salesperson's race will change their interpersonal skill and therefore increase sales performance*

H34 (d). *Job Tenure will increase the relationship between a salesperson's interpersonal skills and their sales performance, such that an increase in a salesperson's job tenure will increase their interpersonal skill and therefore increase sales performance*

H34 (e). *Education will increase the relationship between a salesperson's interpersonal skills and their sales performance, such that as a salesperson education increases their interpersonal skill and sales performance will increase*

H34 (f). *Marital Status will change the relationship between a salesperson's interpersonal skills and their sales performance, such that as a salesperson marital status changes their interpersonal skill and sales performance will increase*

H34 (g). *Income will increase the relationship between a salesperson's interpersonal skills and their sales performance, such that an increase in a salesperson's income will increase their interpersonal skill and therefore increase sales performance*

H34 (h). *Sales achievement will increase the relationship between a salesperson's interpersonal skills and their sales performance, such that an increase in a salesperson's sales achievement will increase their interpersonal skill and therefore increase sales performance*

H35 (a). *Age will increase the relationship between a salesperson's interpersonal skills and their sales effort, such that as a salesperson age increases their interpersonal skill and sales effort will increase*

H35 (b). *Gender will change the relationship between a salesperson's interpersonal skills and their sales effort, such that as a salesperson gender changes their interpersonal skill and sales effort will increase*

H35 (c). *Race will change the relationship between a salesperson's interpersonal skills and their sales effort, such that a change in a salesperson's race will change their interpersonal skill and therefore increase sales effort*

H35 (d). *Job Tenure will increase the relationship between a salesperson's interpersonal skills and their sales effort, such that an increase in a salesperson's job tenure will increase their interpersonal skill and therefore increase sales effort*

H35 (e). *Education will increase the relationship between a salesperson's interpersonal skills and their sales effort, such that as a salesperson education increases their interpersonal skill and sales performance will effort*

H35 (f). *Marital Status will change the relationship between a salesperson's interpersonal skills and their sales effort, such that as a salesperson marital status changes their interpersonal skill and sales effort will increase*

H35 (g). *Income will increase the relationship between a salesperson's interpersonal skills and their sales effort, such that an increase in a salesperson's income will increase their interpersonal skill and therefore increase sales effort*

H35 (h). *Sales achievement will increase the relationship between a salesperson's interpersonal skills and their sales effort, such that an increase in a salesperson's sales achievement will increase their interpersonal skill and therefore increase sales effort*

Salesmanship Skills Hypotheses

H36 (a). *Age will increase the relationship between a salesperson's salesmanship skills and their sales performance, such that as a salesperson age increases their salesmanship skill and sales performance will increase*

H36 (b). *Gender will change the relationship between a salesperson's salesmanship skills and their sales performance, such that as a salesperson gender changes their salesmanship skill and sales performance will increase*

H36 (c). *Race will change the relationship between a salesperson's salesmanship skills and their sales performance, such that a change in a salesperson's race will change their salesmanship skill and therefore increase sales performance*

H36 (d). *Job Tenure will increase the relationship between a salesperson's salesmanship skills and their sales performance, such that an increase in a salesperson's job tenure will increase their salesmanship skill and therefore increase sales performance*

H36 (e). *Education will increase the relationship between a salesperson's salesmanship skills and their sales performance, such that as a salesperson education increases their salesmanship skill and sales performance will increase*

H36 (f). *Marital Status will change the relationship between a salesperson's salesmanship skills and their sales performance, such that as a salesperson marital status changes their salesmanship skill and sales performance will increase*

H36 (g). *Income will increase the relationship between a salesperson's salesmanship skills and their sales performance, such that an increase in a salesperson's income will increase their salesmanship skill and therefore increase sales performance*

H36 (h). *Sales achievement will increase the relationship between a salesperson's salesmanship skills and their sales performance, such that an increase in a salesperson's sales achievement will increase their salesmanship skill and therefore increase sales performance*

H37 (a). *Age will increase the relationship between a salesperson's salesmanship skills and their sales effort, such that as a salesperson age increases their salesmanship skill and sales effort will increase*

H37 (b). *Gender will change the relationship between a salesperson's salesmanship skills and their sales effort, such that as a salesperson gender changes their salesmanship skill and sales effort will increase*

H37 (c). *Race will change the relationship between a salesperson's salesmanship skills and their sales effort, such that a change in a salesperson's race will change their salesmanship skill and therefore increase sales effort*

H37 (d*). Job Tenure will increase the relationship between a salesperson's salesmanship skills and their sales effort, such that an increase in a salesperson's job tenure will increase their salesmanship skill and therefore increase sales effort*

H37 (e). *Education will increase the relationship between a salesperson's salesmanship skills and their sales effort, such that as a salesperson education increases their salesmanship skill and sales effort will increase*

H37 (f). *Marital Status will change the relationship between a salesperson's salesmanship skills and their sales effort, such that as a salesperson marital status changes their salesmanship skill and sales effort will increase*

H37 (g). *Income will increase the relationship between a salesperson's salesmanship skills and their sales effort, such that an increase in a salesperson's income will increase their salesmanship skill and therefore increase sales effort*

H37 (h). *Sales achievement will increase the relationship between a salesperson's salesmanship skills and their sales effort, such that an increase in a salesperson's sales achievement will increase their salesmanship skill and therefore increase sales effort*

Technical Knowledge Skills Hypotheses

H38 (a). *Age will increase the relationship between a salesperson's technical knowledge skills and their sales performance, such that as a salesperson age increases their technical knowledge skill and sales performance will increase*

H38 (b). *Gender will change the relationship between a salesperson's technical knowledge skills and their sales performance, such that as a salesperson gender changes their technical knowledge skill and sales performance will increase*

H38 (c). *Race will change the relationship between a salesperson's technical knowledge skills and their sales performance, such that a change in a salesperson's race will change their technical knowledge skill and therefore increase sales performance*

H38 (d). *Job Tenure will increase the relationship between a salesperson's technical knowledge skills and their sales performance, such that an increase in a salesperson's job tenure will increase their technical knowledge skill and therefore increase sales performance*

H38 (e). *Education will increase the relationship between a salesperson's technical knowledge skills and their sales performance, such that as a salesperson education increases their technical knowledge skill and sales performance will increase*

H38 (f). *Marital Status will change the relationship between a salesperson's technical knowledge skills and their sales performance, such that as a salesperson marital status changes their technical knowledge skill and sales performance will increase*

H38 (g). *Income will increase the relationship between a salesperson's technical knowledge skills and their sales performance, such that an increase in a salesperson's income will increase their technical knowledge skill and therefore increase sales performance*

H38 (h). *Sales achievement will increase the relationship between a salesperson's technical knowledge skills and their sales performance, such that an increase in a salesperson's sales achievement will increase their technical knowledge skill and therefore increase sales performance*

H39 (a). *Age will increase the relationship between a salesperson's technical knowledge skills and their sales effort, such that as a salesperson age increases their technical knowledge skill and sales effort will increase*

H39 (b). *Gender will change the relationship between a salesperson's technical knowledge skills and their sales effort, such that as a salesperson gender changes their technical knowledge skill and sales effort will increase*

H39 (c). *Race will change the relationship between a salesperson's technical knowledge skills and their sales effort, such that a change in a salesperson's race will change their technical knowledge skill and therefore increase sales effort*

H39 (d). *Job Tenure will increase the relationship between a salesperson's technical knowledge skills and their sales effort, such that an increase in a salesperson's job tenure will increase their technical knowledge skill and therefore increase sales effort*

H39 (e). *Education will increase the relationship between a salesperson's technical knowledge skills and their sales effort, such that as a salesperson education increases their technical knowledge skill and sales effort will increase*

H39 (f). *Marital Status will change the relationship between a salesperson's technical knowledge skills and their sales effort, such that as a salesperson marital status changes their technical knowledge skill and sales effort will increase*

H39 (g). *Income will increase the relationship between a salesperson's technical knowledge skills and their sales effort, such that an increase in a salesperson's income will increase their technical knowledge skill and therefore increase sales effort*

H39 (h). *Sales achievement will increase the relationship between a salesperson's technical knowledge skills and their sales effort, such that an increase in a salesperson's sales achievement will increase their technical knowledge skill and therefore increase sales effort*

Role Ambiguity Hypotheses

H40 (a). *Age will increase the relationship between a salesperson's role ambiguity and their sales effort, such that as a salesperson age increases their role ambiguity and sales effort will decrease*

H40 (b). *Gender will change the relationship between a salesperson's role ambiguity and their sales effort, such that as a salesperson gender changes their role ambiguity and sales effort will change*

H40 (c). *Race will change the relationship between a salesperson's role ambiguity and their sales effort, such that a change in a salesperson's race will change their role ambiguity and therefore change sales effort*

H40 (d). *Job Tenure will decrease the relationship between a salesperson's role ambiguity and their sales effort, such that an increase in a salesperson's job tenure will decrease their role ambiguity and therefore increase sales effort*

H40 (e). *Education will decrease the relationship between a salesperson's role ambiguity and their sales effort, such that as a salesperson education increases their role ambiguity and sales effort will decrease*

H40 (f). *Marital Status will change the relationship between a salesperson's role ambiguity and their sales effort, such that as a salesperson marital status changes their role ambiguity and sales effort will change*

H40 (g). *Income will increase the relationship between a salesperson's role ambiguity and their sales effort, such that an increase in a salesperson's income will decrease their role ambiguity and therefore increase sales effort*

H40 (h). *Sales achievement will increase the relationship between a salesperson's role ambiguity and their sales effort, such that an increase in a salesperson's sales achievement will decrease their role ambiguity and therefore increase sales effort*

H41 (a). *Age will increase the relationship between a salesperson's role ambiguity and their sales performance, such that as a salesperson age increases their role ambiguity and sales performance will increase*

H41 (b). *Gender will change the relationship between a salesperson's role ambiguity and their sales performance, such that as a salesperson gender changes their role ambiguity and sales performance will change*

H41 (c). *Race will change the relationship between a salesperson's role ambiguity and their sales performance, such that a change in a salesperson's race will change their role ambiguity and therefore change sales performance*

H41 (d). *Job Tenure will increase the relationship between a role ambiguity and their sales performance, such that an increase in a salesperson's job tenure will decrease their role ambiguity and therefore increase sales performance*

H41 (e). *Education will increase the relationship between a salesperson's role ambiguity and their sales performance, such that as a salesperson education increases their role ambiguity and sales performance will decrease*

H41 (f). *Marital Status will change the relationship between a salesperson's role ambiguity and their sales performance, such that as a salesperson marital status changes their role ambiguity and sales performance will change*

H41 (g). *Income will increase the relationship between a salesperson's role ambiguity and their sales performance, such that an increase in a salesperson's income will decrease their role ambiguity and therefore increase sales performance*

H41 (h*). Sales achievement will increase the relationship between a salesperson's role ambiguity and their sales performance, such that an increase in a salesperson's sales achievement will decrease their role ambiguity and therefore increase sales performance*

Perceived Leadership Empowerment Hypotheses

H42 (a). *Age will increase the relationship between a salesperson's perceived leadership empowerment and their sales effort, such that as a salesperson age increases their perceived leadership empowerment and sales effort will increase*

H42 (b). *Gender will change the relationship between a salesperson's perceived leadership empowerment and their sales effort, such that as a salesperson gender changes their perceived leadership empowerment and sales effort will increase*

H42 (c). *Race will change the relationship between a salesperson's perceived leadership empowerment and their sales effort, such that a change in a salesperson's race will change their perceived leadership empowerment and therefore increase sales effort*

H42 (d). *Job Tenure will increase the relationship between a salesperson's perceived leadership empowerment and their sales effort, such that an increase in a salesperson's job tenure will increase their perceived leadership empowerment and therefore increase sales effort*

H42 (e). *Education will increase the relationship between a salesperson's perceived leadership empowerment and their sales effort, such that as a salesperson education increases their perceived leadership empowerment and sales effort will increase*

H42 (f). *Marital Status will change the relationship between a salesperson's perceived leadership empowerment and their sales effort, such that as a salesperson marital status changes their perceived leadership empowerment and sales effort will increase*

H42 (g). *Income will increase the relationship between a salesperson's perceived leadership empowerment and their sales effort, such that an increase in a salesperson's income will increase their perceived leadership empowerment and therefore increase sales effort*

H42 (h). *Sales achievement will increase the relationship between a salesperson's perceived leadership empowerment and their sales effort, such that an increase in a salesperson's sales achievement will increase their perceived leadership empowerment and therefore increase sales effort*

H43 (a). *Age will increase the relationship between a salesperson's perceived leadership empowerment and their sales performance, such that as a salesperson age increases their perceived leadership empowerment and sales performance will increase*

H43 (b). *Gender will change the relationship between a salesperson's perceived leadership empowerment and their sales performance, such that as a salesperson gender changes their perceived leadership empowerment and sales performance will increase*

H43 (c). *Race will change the relationship between a salesperson's perceived leadership empowerment and their sales performance, such that a change in a salesperson's race*

will change their perceived leadership empowerment and therefore increase sales performance

H43 (d). *Job Tenure will increase the relationship between a salesperson's perceived leadership empowerment and their sales performance, such that an increase in a salesperson's job tenure will increase their perceived leadership empowerment and therefore increase sales performance*

H43 (e). *Education will increase the relationship between a salesperson's perceived leadership empowerment and their sales performance, such that as a salesperson education increases their perceived leadership empowerment and sales performance will increase*

H43 (f). *Marital Status will change the relationship between a salesperson's perceived leadership empowerment and their sales performance, such that as a salesperson marital status changes their perceived leadership empowerment and sales performance will increase*

H43 (g). *Income will increase the relationship between a salesperson's perceived leadership empowerment and their sales performance, such that an increase in a salesperson's income will increase their perceived leadership empowerment and therefore increase sales performance*

H43 (h). *Sales achievement will increase the relationship between a salesperson's perceived leadership empowerment and their sales performance, such that an increase in a salesperson's sales achievement will increase their perceived leadership empowerment and therefore increase sales performance*

Sales Effort & Sales Performance Hypotheses

H44 (a). *Age will influence the relationship between salesperson sales effort and their sales performance, such that age will increase sales effort and therefore will have an increased sales performance*

H44 (b). *Gender will influence the relationship between salesperson sales effort and their sales performance, such that gender will increase sales effort and therefore will have an increased sales performance*

H44 (c). *Race will influence the relationship between salesperson sales effort and their sales performance, such that race will increase sales effort and therefore will have an increased sales performance*

H44 (d). *Job tenure will influence the relationship between salesperson sales effort and their sales performance, such that job tenure will increase sales effort and therefore will have an increased sales performance*

H44 (e). *Education will influence the relationship between salesperson sales effort and their sales performance, such that education will increase sales effort and therefore will have an increased sales performance*

H44 (f). *Marital Status will influence the relationship between salesperson sales effort and their sales performance, such that marital status will increase sales effort and therefore will have an increased sales performance*

H44 (g). *Income will increase the relationship between sales effort and their sales performance, such that as a salesperson income increases their sales effort and sales performance will increase*

H44 (h). *Sales achievement will increase the relationship between sales effort and their sales performance, such that an increase in a salesperson's sales achievement will increase their sales effort and therefore increase sales performance*

Effort & Performance Hypothesis

Expectancy theory, as originally proposed by Vroom (1964), suggested that individuals' perceptions of expectancy and instrumentality can be influenced either directly, through the actual relationship between their performance and the resulting rewards (Porter and Lawler, 1968), or indirectly, through the feedback provided by their perceptions of past experiences in similar situations (Lawler, 1973). In other words, expectancy theory posits that people's beliefs about the likelihood of their efforts leading to desired outcomes (expectancy) and the perceived connection between their performance and the rewards received (instrumentality) can be shaped by both objective factors as well as their subjective interpretations of prior experiences.

Empirical tests of expectancy motivation models across various occupational groups have provided support for this theoretical framework's ability to predict effort and performance outcomes. Studies by researchers such as Campbell et al. (1970), Lawler (1968), Nebeker and Mitchell (1974), Porter and Lawler (1968), and Schuster, Clark, and Rogers (1971) have demonstrated the predictive validity of the expectancy theory model.

This evidence suggests that the expectancy theory approach offers a robust conceptual foundation for understanding the motivational drivers of employee effort and performance, including in the context of sales roles. By accounting for both the objective and subjective influences on expectancy and instrumentality perceptions, this theory

provides a comprehensive lens for examining and predicting workplace motivation and productivity.

The Expectancy Framework of Salesforce Motivation is the Concept of Expectancy as defined by Walker, Churchill, and Ford (1977) is “the salesman's estimate of the probability that expending a given amount of effort on task will lead to an improved level of performance on some performance dimension”. Subsequently, Churchill, Ford, Hartley, and Walker (1985) confidently determined that (1) role variables, (2) skill, (3) motivation, (4) personal factors, (5) aptitude, and (6) organizational and environmental factors were also major determinants of salespeople's performance (only noting that the strength of the relationship between the major determinants and salespeople's performance is affected by the type of products salespeople sell).

Therefore:

H45. *As a salesperson's effort increases, their sales performance will increase*

IV. METHODOLOGY

The Main Study

Research Objectives and Strategy

The research objective for this study was to identify the associations and relationships that exists between a salesperson's interpersonal skills, salesmanship skills, technical selling skills, role ambiguity, perceived leadership empowerment, and their influence on a salesperson's sales efforts and sales performance and how the components and factors of channel type, personality, and a salesperson's personal attributes impacts their sales efforts and sales performance. The research strategy adopted for this study employed a conventional survey methodology. Data gathered for the study used a quantitative methodology via survey. The questionnaire design consisted of eleven (11) sections, the first dealing with consent and targeting. The validated scales for the ten (10) constructs of this research study were covered in the preceding sections of the instrument. In an effort to combat comment method biasness, validation questions were added. Furthermore, the questionnaire was systematically structured to gather comprehensive and relevant data. Survey administration was via Qualtrics Online Sample (referred to as Qualtrics) and distributed through Connect Cloud Research (referred to as Connect). Connect is an online labor market used to recruit participants for the experimental studies. Connect provided access to its vast network of survey participants, providing the ability to target specific demographics and geographic regions and ensuring that the study was representative of the desired population. A pilot study was conducted to ensure the survey questions are relevant and effective for answering the research question and hypotheses.

Population of Interest

The population of interest was a crucial aspect of this research study as it defines the group of individuals that the study aimed to investigate. The population of interest and focus, context and boundaries of the study comprised adults in the United States, aged 18+ years or older, working in sales in the Food and Beverage (F & B) industry. This group was selected because they represent a significant segment of the F & B industry that determines its sales performance outcomes. The age range was chosen to target individuals who are currently working or have been working in the F & B industry. The nucleus of the study was at the individual level (i.e., the salesperson) not the organizational level. By focusing on this population, the study aimed to provide insights and initiatives into the factors driving sales effort and sales performance that can inform individuals, managers, and organizations all aimed at improving sales performance and sales management in the F & B industry. Eight (8) scales, twenty-three (23) questions and ten (10) constructs were used to measure: expectancy (effort), instrumentality (performance), interpersonal skills, salesmanship skills, technical selling, role ambiguity, perceived leadership empowerment, channel type, personality, and personal attributes.

Research Structure

The research was designed to examine how the factors of a salesperson's interpersonal skills, salesmanship skills, technical selling skills, role ambiguity, and perceived leadership empowerment affect a salesperson's sales efforts and sales performance and additionally how a salesperson's personality, a salesperson's personal attributes and the process of in-person, remote or hybrid selling impacts the outcome.

The integrated research model was developed based on the conceptual framework proposed Vroom (1964) and Lewin (1947), however, in this study performance is examined instead of valance. The research model is shown in Figure 1 (on Page 39), and is outlined as the factors of a salesperson's interpersonal skills, a salesperson's salesmanship skills, a salesperson's technical selling skills, and perceived leadership empowerment affecting a salesperson's sales performance in the United States.

Questionnaire Design

The questionnaire comprised of multiple sections, each designed to measure a component of the research model. The survey questions used to measure the variables under study were all taken from validated scales that are discussed in more detail later in this section. The quality and accuracy of the data obtained are directly impacted by the questionnaire design, making it a crucial part of this study's examination. The survey was meticulously crafted to assure that the study's findings are accurate and significant. The survey begins with questions validating that the respondents firstly give consent to the survey and that they are 18+ years old (adults) located in the United States of America. The survey questions asked respondents to reply to variables of interpersonal skills, salesmanship skills, technical knowledge skills, sales role ambiguity, perceived leadership empowerment, sales channel, personality, personal attributes, sales effort and sales performance and was designed for scaled responses. The survey ended with questions related to the respondents' characteristics including age, gender, race, marital status, education, job tenure, income and sales achievement.

Sample Size

Collection of field data and statistical analysis was required in the investigation of salesforce motivation in the United States. The research design ensured enough provision for protection against bias and maximized reliability, with due concern for the economical completion of the research study. The survey is this study was the principal source of the primary data. Adequate safeguards against bias and unreliability were ensured as a pilot (a mini trial) survey of the study was conducted in the United States to test the validity, reliability, and practicality of the research instrument and its operations.

The Cochran's Sample Size Formula was used to calculate the sample size:

*Sample Size = (Z-score) ² * StdDev*(1-StdDev) / (margin of error) ²*

Such that, by using a 95% confidence level, .5 standard deviation, and a margin of error (or confidence interval) of +/- 5%, the calculation determined that a sample of 384 respondents were needed:

[*(1.96) ² x .5(.5)) / (.05) ² (3.8416 x .25) / .0025 .9604 / .0025 = 384.16****])***

As a sample size of 384 was needed, a total of 500 surveys were distributed (as we estimate a 20% nonresponse bias) in the USA to sales personnel from the F & B industry to hold constant the type of product sold as prior research has found that work outcomes can vary across sales settings (e.g., Churchill et al., 1985; Comer and Dubinsky, 1985). Survey instruments were distributed in the Month of October 2023 to respondents 18+ years of age via the web-based platform, Cloud Research Connect. To be eligible to participate in the survey respondents would have to be 18+ years of age, working in the food and beverage industry, and live in the United States (IP

addresses only from the USA will be used as a prequalification to becoming a respondent). We excluded all persons working in other industries.

Questionnaire Structure

The study's questionnaire structure begins with a clear introduction and instructions, followed by screening questions and then questions that address the research hypotheses. The questions were structured, closed ended and each question required a response before the respondent could move on to the next question and next section. The researcher ensured that the questionnaire structure was consistent, concise, and relevant to the research objectives as proper questionnaire structure was crucial for effective data collection, analysis, and interpretation.

The survey featured twenty-three (23) questions to determine demographic and relevant information of the individuals participating in the study. Understanding the traits of the sample group and how they could affect the research variables depends critically on the demographic questions that are asked in a survey. Demographic information was examined in this study in relation to several research variables. Insights into how different groups within the sample population respond to survey questions differently and if these variations are significant enough to merit further inquiry was gained through the analysis of demographic data. Demographic information was also utilized to detect any potential confounding factors that might have an impact on the research findings and to account for them in later statistical analyses.

This survey included one (1) validation question, asking respondents to select a specific response option. This validation question was included to identifying respondents who are not providing accurate or consistent answers and as well to provide

a short time gap between measurements to temporarily segregate independent and dependent variables in an effort to reduce Common Methods Bias (CMB). Upon compiling the adopted questions from each construct, a total of 23 questions were created to elicit data for accepting or rejecting the study's hypotheses. Considerations in survey creation was question design, phrasing, order, and ease in completion.

Construct Measures & Measurements Analysis

The constructs (which were the building blocks of the theory) were operationalized where they could be scored to take on numerical values and were referred to as my variables. These were used to explain how and why the phenomena i.e., sales effort and sales performance behaves the way it does and why the salesperson and in turn sales organizations in the United States behave the way they do.

As part of this research study, the statistical technique of selecting measurement scales that had already been tested for validity and reliability was employed. This approach was chosen to ensure that the study's data collection and analysis were as accurate and robust as possible. The theoretical model of the study therefore consisted of 10 key variables: interpersonal skills, salesmanship skills, technical knowledge skills, sales role ambiguity, and perceived leadership empowerment were chosen as the Independent Variables (IVs). The other three variables sales channel, personality, and personal attributes were considered Moderators. Sales effort was the Mediator. Sales performance was the Dependent Variable (DV). The study's goal therefore became to investigate the relationships between these 10 variables and to determine how these IVs, Moderators and Mediator impacts the DV. Through careful analysis of the data collected, this study hoped to draw accurate conclusions and make meaningful recommendations

based on the findings. The constructs were measured using ten (10) scales to validate the sales effort and sales performance findings in this study. Sales performance therefore was measured by testing for correct indictors of a 23-item scale containing topics such as interpersonal skills, salesmanship skills, technical knowledge skills, sales role ambiguity, perceived leadership empowerment, sales channel, personality and personal attributes on sales effort and sales performance. Respondents were provided with the options for each item. Most responses were completed using Likert scale responses ranging from one (1) to five (5). These items received an overall score for sales effort and performance as obtained based on the total number of correct choices, chosen by the respondents.

Assumptions

Several assumptions underlie the study. First, the researcher assumed that the participants investigated are a representative sample of food and beverage industry salespersons and employees in the United States. Second, the various aspects included in the questionnaire and questions surrounding sales are sufficiently generic in their questioning to be answered by the respondents. Third, it is assumed that the self-reported demography is sufficiently free of error. Fourth, it is assumed that the errors in respondent accuracy in reporting is randomly dispersed.

The Informed Pilot

The Florida International University (FIU) - Institutional Review Board (IRB) reviewed the research proposal request and provided the necessary approval for this study. The first step of the researchers process pilot study process was the informed pilot. The main objective of the informed pilot was to use the knowledge of peers and industry experts to evaluate the survey instrument. As such, the informed pilot was divided into

three main phases that included: The selection / invitation of strategic participants; the gathering of participant feedback; and, the proposed survey instrument modification according to feedback received.

These three steps are described as follows:

1. Invitation: First, I created a word file containing detailed background information such as study abstract, research model and list of hypotheses. After that, I invited participants via text, email or phone call. After receiving a positive reply, I sent an email to each participant with an official invitation with the Qualtrics link and the word file attached. As described before, a total of six participants were part of my informed pilot: 3 DBA students, 2 academic experts and 1 industry expert. The general idea was to invite participants with different backgrounds but strong capabilities of analyzing the survey instrument and provide constructive feedback.
2. Participants Feedback: An "Informed Qualtrics Version" was created containing boxes of comments after each block of questions. Therefore, participants were able to write their comments right after reading the questions. Two participants preferred to write an email containing their feedback. I set up a zoom meeting with three participants to receive more detailed feedback: one DBA, one academic expert, and one industry feedback. The idea was to have a broader perspective, but the most valuable ideas came from my DBA peer.
3. Survey Instrument Feedback: Because I used only previously published well-developed scales, I received a few minor suggestions of modifications. In general, the questions were clear and addressed the population of interest. There was no double barreled, confusing nor ambiguous questions. Finally, apparently the

questions seem to load well according to their purpose. However, there were a few important comments were helpful in order to improve my survey:

a) Include an explanation of what the study aims to determine
b) Fix writing issues on the consent paragraph
c) Insert attention check question(s)
d) Create "force response" to all questions in the survey

After examining the main feedback and conducting in-depth evaluation of instrument, I modified the instrument with all of the above suggestions. First, I included an explanation of what the study aims to determine. Next, I corrected several inaccuracies in my consent form and added a paragraph introducing smart contracts after the demographics' section. Finally, I inserted an attention question and included the feature "force response" throughout the survey.

Sample Frame and Data Collection for the Pilot Study

Data to test the hypotheses was obtained using Cloud Research Connect, a platform that connects participants and researchers for online research studies (later referred to as Connect), to distribute my survey instrument which was my principal source of the primary data gathering for this study. For my pilot study, using Connect I recruited survey respondents who were adults in the United States, aged 18+ years or older, working in sales and marketing in the Food and Beverage industry. 51 participants were recruited using Connect. After the 51 surveys were screened, it was determined that only 39 of the completed surveys (respondents) in the sample were usable.

The Pilot Study

After the informed pilot was completed, as a means to determine the validity of the survey questions, instructions, instruments, identification of correlation and the approximate time needed to complete the survey, a pilot study was conducted. This pilot study investigated the relationship between the IV's, the Moderators, the Mediator and the DV within the convenience sample via the administration of Qualtrics using Connect.

The pilot study was initiated to assess if the measurement model had employed within it the highest quality of measures and as a result in the main study, and, to further examine if it were necessary to improve the effectiveness of the survey questions and research model through the modification of the survey instrument design, better subject selection and by the reduction of bias in data collection. Furthermore, the pilot was used to "authenticate the statistical assessment of the research model and hypotheses, to use existing measurements to evaluate responses, and identify elements or items that are not supportive of the research venture" (Leon, A. C., Davis, L. L., & Kraemer, H. C., 2011).

In the main study, the identical modeling approach and data analysis (using the Statistical Package for the Social Sciences) was to be used. Each of the constructs in the research model was shown as a composite of the indicators used to measure it in the survey. All cases assumed a reflective specification - which is consistent with the way in which the scales employed in this research was originally developed and validated in Figure 1 (on page 39).

Statistical Testing

The test employed for this study included Descriptive Analysis, (including Standard Deviation and Mean), T–tests, Exploratory Factor Analysis (EFA), Factor Analysis (including Linear Regression, Multiple Regression Analysis and Moderator Analysis), and Hypothesis Testing. The input parameters setting was recorded to analyze the necessary sample size began with a two-tailed bell-curve and reviewed Cohen's (1988) general guidelines for detecting specification effect size. Results indicated the required sample size to achieve 80% power for detecting a medium effect, at a significance criterion of alpha equaling half a point ($\alpha = .05$). Thus, the obtained sample size of 384 ($N = 384$) was determined to be adequate to test the study hypothesis.

Pilot Data Collection

The data collection process utilized in the pilot used Connect which was also employed for the main study. Data from the pilot study were gathered by posting the survey as a task on the Connect platform. The original sample collected included 51 responses to the survey. The next step involved removing those data from those respondents did not complete the survey, who failed the attention check question, as well as those who took less than 4 minutes to complete the entire survey, which was the amount of time deemed the minimum reasonable time to carefully read the questions and answer them appropriately. This resulted in number of responses dropping out from the subsequent analyses. The final usable dataset included 39 participants.

Pilot Data Cleaning

This is an important step that needs to be taken carefully before running statistical tests. One attention question was added in the survey instrument – question "6" in the SPSS output of questionnaire instrument. The attention question was the main factor in excluding participants. A total of 12 participants who failed to answer the attention question were removed. In addition, three extra steps were taken into consideration: 1) Speeding: it was observed during the informed pilot and with personal tests that less than 3 minutes would not be possible to answer the survey. Therefore, one participant was removed for answering the survey in less than three minutes. 2) Non-responses and Missing data: There were no missing questions as can be observed in the output. 3) Outliers' detection: SPSS outliers detection test was run. As indicated after taking into consideration these four steps, a total of 12 participant answers were removed. The survey ended up with 39 usable answers after the cleaning data stage. The survey was available on the Cloud Research Connect platform for one week at which point 39 usable responses were obtained. After cleaning the raw data of all missing and incorrect information, the data was thereafter transferred to SPSS for analysis.

Items that required reverse coding were transformed accordingly. Factor Analysis was performed on each construct separately. The dimension reduction was first on a per construct bases ensuring that the constructs were 0.50. Afterwards, a factor analysis was completed on all of the constructs. The dependent variable was purposely left out of the factor analysis as leaving it in would have caused cross-loading. Using the value of <0.70 as the measure, 12 surveys were removed from 51, which provided positive outcomes for the following test: Reliability & Validity, Outer Loadings, Graphical

Output, Path Coefficients and Discriminant validity. The instrument was adjusted afterwards.

Pilot Study Descriptive Statistics

Of the 39 participants, 24 (or 61.5%) were men and 15 (or 38.5 %) were women, with the most often selected age category being 25 to 34 years old. 1 (or 2.6 %) had not completed High School, 3 (or 7.7 %) had some college education, 16 (or 41.0 %) had finished High School, 18 (or 46.2%) had a Bachelor's Degree, and 1 (or 2.6 %) had a Master's Degree. In examining the Income of the salesperson (the respondent), 4 (or 10.3%) income was in the range less than $25,000, 13 (or 33.3%) of the respondents were in the income range between $25,000-$49,999, 13 (or 33.3%) of the respondents were in the income range between $50,000-$74,999, 3 (or 7.7%) were in the income range between $75,000-$99,999, 4 (or 10.3 %) in the income range between $100,000 - $124,999, and 2 (or 5.1 %) in the income range above $125,000.

Results: EFA to Determine a Revised Instrument

SPSS was used to test the validity and reliability, and perform an Exploratory Factor Analysis (EFA) to identify the underlying relationships between measured variables. The survey instrument was tested to gather preliminary data on the validity of the scales employed, as well as their reliability. Additionally, the pilot was used to identify which questions that were problematic and would need to be either rewritten for the main study, or removed from the data collection instrument altogether. A Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test was performed seven (7) times (seven iterations) to assesses the overall sampling adequacy of the data for factor analysis, and to check whether the variables in the dataset are correlated

enough to proceed with factor analysis. The results of the informed pilot guided what adjustments should be made to the survey instrument and determined the validity and reliability of the instrument to the sample population.

Instrument, Scales and Survey Construction

The survey was divided in three parts. The first part contained the instructions and the screening questions. The second part contained scaled response questions. The third part contained the demographic questions to the respondents.

The twenty-three (23) items for the survey instrument were adapted and modified from eight (8) validated instruments (scales). The scales utilized were as follows:

- Expectancy was measured using 7 scale items modified by Sims Jr, H. P., Szilagyi, A. D., & Keller, R. T. (1976).
- Instrumentality was measured using 22 scale items modified by Sims Jr, H. P., Szilagyi, A. D., & Keller, R. T. (1976).
- Interpersonal skills, salesmanship skills and technical selling skills were measured using the 19 scale items by Churchill, Ford, Hartley, and Walker (1985).
- Role Ambiguity was measured using 5 scale items developed by Paul Busch (1980).
- Leadership Empowerment was measured using 8 scale items by Rapp, A., Ahearne, M., Mathieu, J., & Rapp, T. (2010).
- Sales channel type (face-to face, remote and hybrid) was measured using 3 scale items.
- Personality (FFM) was measured by 45 scale items developed by Goldberg, L. R. (1992).
- Personal Attributes were measured by 8 scale items.

The ten (10) constructs determined from the eight (8) instruments (scales) and twenty-three (23) questions were used to measure: expectancy (effort), instrumentality (performance), interpersonal skills, salesmanship skills, technical selling skills, role ambiguity, perceived leadership empowerment, channel type, personality, and personal attributes. The respective scales were chosen to measure the different phenomenon and the measures adopted are similar to the manner in which the phenomenon was conceptualized. Additionally, the measurement characteristics of all of the scales were examined for reliability and validity: reliability (Cronbach Alpha) and validity, including writing a brief assessment of the reliability and validity of each measure.

Sample Frame & Data Collection for the Main Study

As with the pilot study, data to test the hypotheses was obtained using Connect. Using Connect survey respondents were recruited who were adults in the United States, aged 18+ years or older, working in sales and marketing in the Food and Beverage industry. 501 participants were recruited using Connect. Of the 501 participants recruited using the platform and who attempted (started) the survey 387 completed the survey. After all of the 387 remaining surveys were screened for speeding and correctly answering the attention check question, it was determined that only 337 of the completed surveys (respondents) in the sample were usable. The median response duration was 7 minute, 1 second and the average response duration was 7 minutes 34 seconds.

Demographics of Main Study

The particular characteristics of the respondents' demographics in the main study were collected as part of the study, excluding identifying questions such as, but not limited to, name, address, birthday, etc. The demographics characteristics that were

incorporated into the survey included Age, Gender, Race, Marital Status, Education, Job tenure, Income and Sales Achievement.

Control Variables

Five (5) control variables (i.e. factors that may affect the dependent variable and may have potential influence on the outcome variable but not of an interest to this study) albeit demographic factors were identified to both minimize the effects of confounding variables and to enhance the accuracy of the results and impact sales performance (Furnham, A., & Cheng, H., 2017). The significant control variables in this study are age, gender, education, income and race. These control variables should be held constant or limited to prevent it from influencing the outcomes of the study. It is not of interest to the study's objectives but is controlled because it could influence the outcomes.

Common Method Bias (CMB)

Due to the multicollinearity of the DV and IVs of this study there may have been an increase chanced of Common Method Bias (CMB). In investigations when data for both IV and DVs are gathered from the same person in the same measurement context, CMB can be prominent when utilizing the same item context and similar item attributes. Common Method Bias (CMB) as such refers to a systematic variance that is attributable to the measurement method rather than to the constructs being measured (Doty, D. H., & Glick, W. H., 1998). According to Podsakoff, MacKenzie and Lee (2003) "not much can be done to eliminate CMB". However, Podsakoff, MacKenzie and Lee (2003) made a few recommendations on how to reduce its impact and how to select suitable procedural and statistical treatments for different types of research settings which were applied to

this study in an attempt to avoid and certainly decrease CMB. Firstly, a short time gap between measurements to temporarily segregate IVs and the DV was inserted in the form of a validation or check question. By introducing the validation or check question, not only did the survey attempt to reduce CMB but the survey was able to identify respondents who might not be providing accurate or consistent answers, which could be due to a lack of attention or intentional deception. This helped to filter out responses that are not useful or reliable, allowing for me to have a more accurate data analysis.

Survey Administration and Distribution

The online survey program, Connect, using the online sampling tool Qualtrics was utilized to create and collect the survey data. Qualtrics was chosen as it offers a user-friendly interface, with a range of question types and formatting options that were tailored for the specific needs of this study. The combination of Qualtrics and Connect provided a comprehensive and efficient solution for administering this study questionnaire and at the same time collecting high-quality data by streamlining the survey distribution process using a large and diverse pool of potential participants. Participants via Connect received a monetary compensation of $2.00 for a completed survey.

Data Presentation, Analysis, and Interpretation

The items in the survey instrument explored individual responses to selling and factors affecting sales efforts and sales performance using eight (8) scales (consisting of 23-items) that measured sales effort, sales performance, interpersonal skills, salesmanship skills, technical selling skills, role ambiguity, leadership empowerment, personality, personal attributes and channel type.

Analyses of the research model and associated hypotheses was conducted with SPSS (The Statistical Package for The Social Sciences) for Windows. After the field data was collected, statistical analysis was required in the investigation of salesforce performance in the F & B industry in United States. Data from the study was analyzed using descriptive and inferential approaches. Simple tables, charts and table of means were used as descriptive tools. For hypothesis testing, ANOVA (for moderation), t-test and correlation analysis were used to judge the significance of the result obtained. A multiple regression analysis was used to test if there were multivariate relationships (expresses as R and R^2) and standardized regression coefficients. And, to depict the relationship among the variables for the purpose of predicting the values of the DV, regression analysis was also used. The principal component (PC) extraction model was employed for the multi-factor analysis to predict interdependency and interaction outcome among variables. The researcher then presented, analyzed, and interpreted the data collected in accordance with the study objectives, questions, and hypothesis.

Examining the Data using SPSS

SPSS was specifically used to examine the effects of the various IVs, moderators and mediator on the DV. Several procedures were performed to accompany the multiple regression analysis (MRA) which examined the effect of these variables on the DV. The following functions were performed on the data:

1. Descriptive Analysis was used to summarize and describe and to summarize the data set (including demographics, measures of central tendency (dispersion) as mean, median and mode, measures of variability (as standard deviation or

variance), the minimum and maximum values of the variables, kurtosis (tailedness) and skewness (measure of asymmetry).

2. Inferential Analysis was used to summarize the confidence interval for p. Testing for Significance (and using a significance level, denoted by α is the probability of the study rejecting the null hypothesis, given that the null hypothesis is true; and the p-value of the result, p, is the probability of obtaining a result at least as extreme, given that the null hypothesis is true) that the result was statistically significant, by the standards of the study, when $p \leq \alpha$. The significance level for the study was set to 5%.
3. Factor Analysis Extraction, primarily Principal Components Analysis was used to obtain the initial factor solution and provide the first component that has the maximum variance (with the successive components explaining progressively smaller portions of the variance and that are all uncorrelated with each other).
4. Exploratory Factor Analysis (EFA) was used to uncover the underlying structure of the set of variables with the goal of identifying the underlying relationships between measured variables. It served to identify a set of latent constructs underlying the many measured variables.
5. Total Variance Explained provided an eigenvalue to reflect the number of extracted factors whose sum was equal to the number of items that are subjected to factor analysis where the next item showed all the factors extractable from the analysis along with their eigenvalues.
6. T-test and ANOVA was used to test if there were significant group differences between the groups formed by the IV(s) and scores of the DV(s). The researchers

used a T-test to compare the means of two groups (a.k.a. pairwise comparison) and one-way analysis of variance (ANOVA) will be used.

7. One-Way Analysis of Variance (ANOVA) was used to separate observed variance data into different components to use for additional tests. A one-way ANOVA was used to gain information about the relationship between the DV and IVs as were 3 or more groups of data. If no true variance existed between the groups, the ANOVA's F-ratio should equal close to 1. The *p* value, sometimes called the Sig. (for significance), is 0.000. This does not mean no significance. It means that the probability that the results are due to chance (i.e. random) is less than 0.001 or 1 in 1,000.
8. Multiple regression analysis was used to test if there were multivariate relationships (expresses as R, R^2 and adjusted R^2) and standardized regression coefficients. The R^2 indicated the % of the variance that can be explained by that particular IV. This determined the degree or strength of relationship between the IV(s) and the DV (sales performance).
9. Standardized and Unstandardized Regressions Coefficients and their accompanying t values and level of significance (all *t* values were statistically significant = 0.05 or less) was used to identify *t* values significantly significant at *p* = 0.05 or less. The beta weights provided an indication of the relative contribution of the IVs to the prediction of sales performance (DV). The sign on *B* and beta indicated the relationship (+ or -) between the IV on the DV.
10. The effect of the IVs (the predictors) on the Dependent Variable (the outcome) via the mediator, Sales Effort (the intervening variable), was tested to determine if

there was any statistical significance for the indirect effect. Namely, investigating if the effect between the IVs (Interpersonal Skills, Salesmanship Skills, Technical Knowledge Skills, Sales Role Ambiguity, Perceived leadership Empowerment) and The DV (Sales Performance) was mediated by Sales Effort.

V. RESULTS

Demographic Descriptive Statistics

Of the 337 participants, 189 (or 56.1%) were men and 141 (or 41.8 %) were women. The most often selected age category was 25 to 34 (36.5 %) years old followed by 35 to 44 years (34.1 %). 261 (or 76.2%) respondents were less than 44 years old. 270 (80.1 %) of the sample was white, followed by 41 (or 12.2%) black. 254 (or 75.4%) of the participants work full-time and 55 (or 16.3%) part-time. Overall, 309 (or 91.7%) are currently working. 1 person (or 0.03 %) had not completed High School, 35 (or 10.4 %) had finished High School, 95 (or 28.2%) had some college education, 34 (or 10.1%) had an Associate Degree, 147 (or 43.6%) had a Bachelor's Degree, and 22 (or 6.5 %) had a Master's Degree. In examining the respondents retort to income, 27 (or 8.0%) earn less than $25,000, 109 (or 32.3%) of the respondents were in the range between $25,000-$49,999, 95 (or 28.2%) of the respondents were in the range between $50,000-$74,999, 51 (or 15.1%) in the range between $75,000-$99,999, 29 (or 8.6 %) in the range between $100,000 - $124,999, and 26 (or 7.7 %) in the range above $125,000.

STATISTICS									
		AGE	GEN	RACE	JOB	EDU	MARI	INCOM	QUOTA
N	Valid	337	337	337	337	337	337	337	337
	Missing	0	0	0	0	0	0	0	0
Mean		2.87	4.53	1.46	2.73	4.1	1.56	3.07	13.83
Std. Deviation		1.178	1.006	0.55	0.827	1.24	1.461	1.354	0.702

Table 4: Descriptives and Frequency Tables – Statistics

AGE					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-24	23	6.8	6.8	6.8
	25-34	123	36.5	36.5	43.3
	35-44	115	34.1	34.1	77.4
	45-54	41	12.2	12.2	89.6
	55-64	24	7.1	7.1	96.7
	65-74	8	2.4	2.4	99.1
	75+	3	0.9	0.9	100
	Total	337	100	100	

Table 5: Descriptives and Frequency Tables – Age

RACE					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AM. IND	6	1.8	1.8	1.8
	ASIAN	17	5	5	6.8
	BLAC	41	12.2	12.2	19
	NAT. ISLA	3	0.9	0.9	19.9
	WHT	270	80.1	80.1	100
	Total	337	100	100	

Table 6: Descriptives and Frequency Tables – Race

GENDER					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	189	56.1	56.1	56.1
	FEM	141	41.8	41.8	97.9
	NON BIN	6	1.8	1.8	99.7
	DECLINE	1	0.3	0.3	100
	Total	337	100	100	

Table 7: Descriptives and Frequency Tables – Gender

EDUCATION					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than HS	1	0.3	0.3	0.3
	HS	35	10.4	10.4	10.7
	Some Col	95	28.2	28.2	38.9
	AA	34	10.1	10.1	49
	BA	147	43.6	43.6	92.6
	MA	22	6.5	6.5	99.1
	MD	1	0.3	0.3	99.4
	PHD	2	0.6	0.6	100
	Total	337	100	100	

Table 8: Descriptives and Frequency Tables – Education

MARRIED STATUS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MAR	146	43.3	43.3	43.3
	NM	161	47.8	47.8	91.1
	WID	4	1.2	1.2	92.3
	DIV	26	7.7	7.7	100
	Total	337	100	100	

Table 9: Descriptives and Frequency Tables – Marital Status

INCOME					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<25	27	8	8	8
	25-49	109	32.3	32.3	40.4
	50-74	95	28.2	28.2	68.5
	75-99	51	15.1	15.1	83.7
	100-125	29	8.6	8.6	92.3
	>125	26	7.7	7.7	100
	Total	337	100	100	

Table 10: Descriptives and Frequency Tables – Income

JOB TENURE					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full	254	75.4	75.4	75.4
	Part	55	16.3	16.3	91.7
	Un-Look	8	2.4	2.4	94.1
	Un-Not	2	0.6	0.6	94.7
	Student	3	0.9	0.9	95.5
	Homemaker	5	1.5	1.5	97
	Retired	10	3	3	100
	Total	337	100	100	

Table 11: Descriptives and Frequency Tables – Job Tenure

QUOTA ACHIEVEMENT					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	0.6	0.6	0.6
	Sometimes	19	5.6	5.6	6.2
	½ the time	47	13.9	13.9	20.2
	Most of the time	235	69.7	69.7	89.9
	Always	34	10.1	10.1	100
	Total	337	100	100	

Table 12: Descriptives and Frequency Tables – Quota Achievement

Research Hypotheses

	Coefficients[a]							
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		
Hypothesis	B	Std. Error	Beta			Lower Bound	Upper Bound	Supported/ Unsupported
H1. As a salesperson's Interpersonal skills increases, their sales performance will increase	0.251	0.04	0.323	6.248	<.001	0.172	0.33	Supported
H2. As a salesperson's Interpersonal skills increases, their sales efforts will increase	0.217	0.045	0.254	4.811	<.001	0.128	0.306	Supported
H3. As a salesperson's salesmanship skills increases, their sales performance will increase	0.363	0.036	0.484	10.12	<.001	0.292	0.433	Supported
H4. As a salesperson's salesmanship skills increases, their sales efforts will increase	0.355	0.041	0.43	8.71	<.001	0.275	0.435	Supported
H5. As a salesperson's technical knowledge skills increases, their sales performance will increase	0.284	0.044	0.333	6.472	<.001	0.198	0.37	Supported
H6. As a salesperson's technical knowledge skills increases, their sales efforts will increase	0.207	0.05	0.221	4.148	<.001	0.109	0.306	Supported
H7. As a salesperson's role ambiguity is increased, their sales effort will decrease	0.427	0.045	0.458	9.421	<.001	0.338	0.516	Supported
H8. As a salesperson's role ambiguity is increased, their sales performance will decrease	0.391	0.041	0.462	9.539	<.001	0.311	0.472	Supported
H9. As a salesperson's perceived sales leadership empowerment is increased, their sales efforts will increase	0.186	0.032	0.3	5.75	<.001	0.122	0.25	Supported
H10. As a salesperson's perceived sales leadership empowerment is increased, their sales performance will increase	0.177	0.029	0.315	6.069	<.001	0.12	0.235	Supported

Table 13: Hypotheses H1-H10

Sales Channel Hypotheses

	Coefficients[a]							
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		
Hypothesis	B	Std. Error	Beta			Lower Bound	Upper Bound	Supported/ Unsupported
H11 (a). Face-To-Face selling will influence the relationship between a salesperson's Interpersonal skills and their sales effort, such that an increase in Face-To-Face selling will likely increase their Interpersonal skills and therefore will likely increase sales effort	0.001	0.001	0.338	0.978	0.329	-0.001	0.004	Unsupported
H11 (b). Hybrid (omni) selling will influence the relationship between a salesperson's Interpersonal skills and their sales effort, such that an increase in Hybrid (omni) selling will likely increase their Interpersonal skills and therefore will likely increase sales effort	0.001	0.001	0.164	0.575	0.566	-0.002	0.003	Unsupported
H11 (c). Remote selling will influence the relationship between a salesperson's Interpersonal skills and their sales effort, such that an increase in remote selling will likely increase their Interpersonal skills and therefore will likely increase sales effort	0.002	0.001	0.311	1.332	0.184	-0.001	0.004	Unsupported
H12 (a). Face-To-Face selling will influence the relationship between a salesperson's salesmanship skills and their sales effort, such that an increase in Face-To-Face selling will likely increase their salesmanship skills and therefore will likely increase sales effort	0	0.002	0.081	0.18	0.858	-0.003	0.004	Unsupported
H12 (b). Hybrid (omni) selling will influence the relationship between a salesperson's salesmanship skills and their sales effort, such that an increase in Hybrid (omni) selling will likely increase their salesmanship skills and therefore will likely increase sales effort	0	0.002	-0.065	-0.173	0.863	-0.004	0.003	Unsupported
H12 (c). Remote selling will influence the relationship between a salesperson's salesmanship skills and their sales effort, such that an increase in remote selling will likely increase their salesmanship skills and therefore will likely increase sales effort	0	0.002	0.086	0.273	0.785	-0.003	0.004	Unsupported
H13 (a). Face-To-Face selling will influence the relationship between a salesperson's technical knowledge skills and their sales effort, such that an increase in Face-To-Face selling will likely increase their technical knowledge skills and therefore will likely increase sales effort	0.001	0.001	0.306	0.845	0.399	-0.001	0.004	Unsupported
H13 (b). Hybrid (omni) selling will influence the relationship between a salesperson's technical knowledge skills and their sales effort, such that an increase in Hybrid (omni) selling will likely increase their technical knowledge skillsand therefore will likely increase sales effort	0.001	0.001	0.146	0.497	0.62	-0.002	0.003	Unsupported
H13 (c). Remote selling will influence the relationship between a salesperson's technical knowledge skills and their sales effort, such that an increase in remote selling will likely increase their technical knowledge skills and therefore will likely increase sales effort	0.002	0.001	0.309	1.318	0.189	-0.001	0.004	Unsupported
H14 (a). Face-To-Face selling will influence the relationship between a salesperson's role ambiguity and their sales effort, such that an increase in Face-To-Face selling will likely increase their role ambiguity and therefore will likely increase sales effort	-0.002	0.003	-0.475	-0.732	0.465	-0.007	0.003	Unsupported
H14 (b). Hybrid (omni) selling will influence the relationship between a salesperson's role ambiguity and their sales effort, such that an increase in Hybrid (omni) selling will likely increase their role ambiguity and therefore will likely increase sales effort	-0.002	0.003	-0.441	-0.842	0.401	-0.008	0.003	Unsupported
H14 (c). Remote selling will influence the relationship between a salesperson's role ambiguity and their sales effort, such that an increase in remote selling will likely increase their role ambiguity and therefore will likely increase sales effort	-0.001	0.003	-0.231	-0.528	0.598	-0.007	0.004	Unsupported
H15 (a). Face-To-Face selling will influence the relationship between a salesperson's perceived sales leadership empowerment and their sales effort, such that an increase in Face-To-Face selling will likely increase their perceived sales leadership empowerment and therefore will likely increase sales effort	0	0.004	0.064	0.081	0.935	-0.007	0.007	Unsupported
H15 (b). Hybrid (omni) selling will influence the relationship between a salesperson's perceived sales leadership empowerment and their sales effort, such that an increase in Hybrid (omni) selling will likely increase their perceived sales leadership empowerment and therefore will likely increase sales effort	-0.001	0.004	-0.099	-0.15	0.881	-0.008	0.007	Unsupported
H15 (c). Remote selling will influence the relationship between a salesperson's perceived sales leadership empowerment and their sales effort, such that an increase in remote selling will likely increase their perceived sales leadership empowerment and therefore will likely increase sales effort	0.001	0.004	0.111	0.215	0.83	-0.006	0.008	Unsupported

Table 14: Hypotheses H11-H15

	Coefficients[a]							
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		
Hypothesis	B	Std. Error	Beta			Lower Bound	Upper Bound	Supported/ Unsupported
H16 (a). Face-To-Face selling will influence the relationship between a salesperson's technical knowledge skills and their sales performance, such that an increase in Face-To-Face selling will likely increase their technical knowledge skills and therefore will likely increase sales performance	0.003	0.001	0.866	2.528	0.012	0.001	0.005	Supported
H16 (b). Hybrid (omni) selling will influence the relationship between a salesperson's technical knowledge skills and their sales performance, such that an increase in hybrid (omni) selling will likely increase their technical knowledge skills and therefore will likely increase sales performance	0.003	0.001	0.631	2.276	0.023	0	0.005	Supported
H16 (c). Remote selling will influence the relationship between a salesperson's technical knowledge skills and their sales performance, such that an increase in remote selling will likely increase their technical knowledge skills and therefore will likely increase sales performance	0.004	0.001	0.748	3.366	<.001	0.002	0.006	Supported
H17 (a). Face-To-Face selling will influence the relationship betweensales effort and sales performance, such that an increase in Face-To-Face selling will likely increase their sales effort and therefore increase sales performance	0.002	0.001	0.74	1.999	0.046	0	0.004	Supported
H17 (b). Hybrid (omni) selling will influence the relationship between sales effort and sales performance, such that an increase in hybrid (omni) selling will likely increase their sales effort and therefore increase sales performance	0.002	0.001	0.563	1.885	0.06	0	0.004	Supported
H17 (c). Remote selling will influence the relationship between sales effort and sales performance, such that an increase in remote selling will likely increase their sales effort and therefore increase sales performance	0.002	0.001	0.644	2.577	0.01	0.001	0.004	Supported
H18 (a). Face-To-Face selling will influence the relationship between a salesperson's perceived sales leadership empowerment and their sales performance, such that an increase in Face-To-Face selling will likely increase their perceived sales leadership empowerment and therefore will likely increase sales performance	0.005	0.003	1.229	1.591	0.113	-0.001	0.011	Unsupported
H18 (b). Hybrid (omni) selling will influence the relationship between a salesperson's perceived sales leadership empowerment and their sales performance, such that an increase in hybrid (omni) selling will likely increase their perceived sales leadership empowerment and therefore will likely increase sales performance	0.005	0.003	0.913	1.411	0.159	-0.002	0.011	Unsupported
H18 (c). Remote selling will influence the relationship between a salesperson's perceived sales leadership empowerment and their sales performance, such that an increase in remote selling will likely increase their perceived sales leadership empowerment and therefore will likely increase sales performance	0.006	0.003	0.965	1.894	0.059	0	0.012	Unsupported
H19 (a). Face-To-Face selling will influence the relationship between a salesperson's role ambiguity and their sales performance, such that an increase in Face-To-Face selling will likely increase their role ambiguity and therefore will likely increase sales performance	0.002	0.002	0.586	0.917	0.36	-0.003	0.007	Unsupported
H19 (b). Hybrid (omni) selling will influence the relationship between a salesperson's role ambiguity and their sales performance, such that an increase in hybrid (omni) selling will likely increase their role ambiguity and therefore will likely increase sales performance	0.002	0.002	0.414	0.802	0.423	-0.003	0.007	Unsupported
H19 (c). Remote selling will influence the relationship between a salesperson's role ambiguity and their sales performance, such that an increase in remote selling will likely increase their role ambiguity and therefore will likely increase sales performance	0.003	0.002	0.554	1.284	0.2	-0.002	0.008	Unsupported
H20 (a). Face-To-Face selling will influence the relationship between a salesperson's salesmanship skills and their sales performance, such that an increase in Face-To-Face selling will likely increase their salesmanship skills and therefore will likely increase sales performance	0.003	0.001	0.76	1.762	0.079	0	0.006	Unsupported
H20 (b). Hybrid (omni) selling will influence the relationship between a salesperson's salesmanship skills and their sales performance, such that an increase in hybrid (omni) selling will likely increase their salesmanship skills and therefore will likely increase sales performance	0.002	0.001	0.53	1.456	0.146	-0.001	0.005	Unsupported
H20 (c). Remote selling will influence the relationship between a salesperson's salesmanship skills and their sales performance, such that an increase in remote selling will likely increase their salesmanship skills and therefore will likely increase sales performance	0.003	0.001	0.632	2.086	0.038	0	0.006	Supported
H21 (a). Face-To-Face selling will influence the relationship between a salesperson's interpersonal selling skills and their sales performance, such that an increase in Face-To-Face selling will likely increase their interpersonal selling skills and therefore will likely increase sales performance	0.003	0.001	0.866	2.61	0.009	0.001	0.005	Supported
H21 (b). Hybrid (omni) selling will influence the relationship between a salesperson's interpersonal selling skills and their sales performance, such that an increase in hybrid (omni) selling will likely increase their interpersonal selling skills and therefore will likely increase sales performance	0.002	0.001	0.617	2.251	0.025	0	0.005	Supported
H21 (c). Remote selling will influence the relationship between a salesperson's interpersonal selling skills and their sales performance, such that an increase in remote selling will likely increase their interpersonal selling skills and therefore will likely increase sales performance	0.004	0.001	0.741	3.301	0.001	0.001	0.006	Supported

Table 15: Hypotheses H16-H21

Personality

Personality – Perceived Leadership Empowerment

	Coefficients[a]							
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		
Hypothesis	B	Std. Error	Beta			Lower Bound	Upper Bound	Supported/ Unsupported
H22 (a). Introversion-extraversion will influence the relationship between a salesperson's perceived sales leadership empowerment and their sales performance, such that an increase in a salesperson's introversion-extraversion will likely increase their perceived sales leadership empowerment and therefore will likely increase sales performance	0.03	0.011	0.279	2.721	0.007	0.008	0.051	Supported
H22 (b). Pleasantness-agreeableness will influence the relationship between a salesperson's perceived sales leadership empowerment and their sales performance, such that an increase in a salesperson's pleasantness-agreeableness will likely increase their perceived sales leadership empowerment and therefore will likely increase sales performance	0.064	0.013	0.584	4.761	<.001	0.037	0.09	Supported
H22 (c). Conscientiousness-dependability will influence the relationship between a salesperson's perceived sales leadership empowerment and their sales performance, such that an increase in a salesperson's conscientiousness- dependability will likely increase their perceived sales leadership empowerment and therefore will likely increase sales performance	0	0.018	0.004	0.022	0.982	-0.035	0.036	Unsupported
H22 (d). Emotional stability will influence the relationship between a salesperson's perceived sales leadership empowerment and their sales performance, such that an increase in a salesperson's emotional stability will likely increase their perceived sales leadership empowerment and therefore will likely increase sales performance	0.013	0.013	0.114	1.001	0.318	-0.012	0.037	Unsupported
H22 (e). Intellect-sophistication will influence the relationship between a salesperson's perceived sales leadership empowerment and their sales performance, such that an increase in a salesperson's intellect-sophistication will likely increase their perceived sales leadership empowerment and therefore will likely increase sales performance	0.03	0.015	0.274	2.063	0.04	0.001	0.059	Supported
H23 (a). Introversion-extraversion will influence the relationship between a salesperson's perceived sales leadership empowerment and their sales effort, such that an increase in a salesperson's introversion-extraversion will likely increase their perceived sales leadership empowerment and therefore will likely increase sales effort	0.013	0.013	0.112	1.02	0.309	-0.012	0.038	Unsupported
H23 (b). Pleasantness-agreeableness will influence the relationship between a salesperson's perceived sales leadership empowerment and their sales effort, such that an increase in a salesperson's pleasantness-agreeableness will likely increase their perceived sales leadership empowerment and therefore will likely increase sales effort	0.017	0.016	0.14	1.066	0.287	-0.014	0.048	Unsupported
H23 (c). Conscientiousness-dependability will influence the relationship between a salesperson's perceived sales leadership empowerment and their sales effort, such that an increase in a salesperson's conscientiousness- dependability will likely increase their perceived sales leadership empowerment and therefore will likely increase sales effort	-0.007	0.021	-0.053	-0.308	0.758	-0.048	0.035	Unsupported
H23 (d). Emotional stability will influence the relationship between a salesperson's perceived sales leadership empowerment and their sales effort, such that an increase in a salesperson's emotional stability will likely increase their perceived sales leadership empowerment and therefore will likely increase sales effort	0.049	0.015	0.401	3.279	0.001	0.02	0.078	Supported
H23 (e). Intellect-sophistication will influence the relationship between a salesperson's perceived sales leadership empowerment and their sales effort, such that an increase in a salesperson's intellect-sophistication will likely increase their sales leadership empowerment and therefore will likely increase sales effort	0.043	0.017	0.349	2.455	0.015	0.008	0.077	Supported

Table 16: Hypotheses H22 – H23

Personality – Role Ambiguity

	Coefficients[a]							
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		
Hypothesis	B	Std. Error	Beta			Lower Bound	Upper Bound	Supported/ Unsupported
H24 (a). Introversion-extraversion will influence the relationship between a salesperson's role ambiguity and their sales performance, such that an increase in a salesperson's introversion-extraversion will likely decrease their role ambiguity and therefore will likely increase sales performance	0.038	0.009	0.308	4.346	<.001	0.021	0.056	Supported
H24 (b). Pleasantness-agreeableness will influence the relationship between a salesperson's role ambiguity and their sales performance, such that an increase in a salesperson's pleasantness-agreeableness will likely decrease their role ambiguity and therefore will likely increase sales performance	0.054	0.012	0.431	4.657	<.001	0.031	0.077	Supported
H24 (c). Conscientiousness-dependability will influence the relationship between a salesperson's role ambiguity and their sales performance, such that an increase in a salesperson's conscientiousness-dependability will likely decrease their role ambiguity and therefore will likely increase sales performance	-0.004	0.015	-0.032	-0.288	0.774	-0.034	0.025	Unsupported
H24 (d). Emotional stability will influence the relationship between a salesperson's role ambiguity and their sales performance, such that an increase in a salesperson's emotional stability will likely increase their perceived sales leadership empowerment and therefore will likely increase sales performance	-0.009	0.011	-0.076	-0.801	0.423	-0.031	0.013	Unsupported
H24 (e). Intellect-sophistication will influence the relationship between a salesperson's role ambiguity and their sales performance, such that an increase in a salesperson's intellect-sophistication will likely increase their role ambiguity and therefore will likely increase sales performance	0.021	0.012	0.159	1.724	0.086	-0.003	0.046	Unsupported
H25 (a). Introversion-extraversion will influence the relationship between a salesperson's role ambiguity and their sales effort, such that an increase in a salesperson's introversion-extraversion will likely decrease their role ambiguity and therefore will likely increase sales effort	0.029	0.01	0.207	2.749	0.006	0.008	0.049	Supported
H25 (b). Pleasantness-agreeableness will influence the relationship between a salesperson's role ambiguity and their sales effort, such that an increase in a salesperson's pleasantness-agreeableness will likely decrease their role ambiguity and therefore will likely increase sales effort	0.01	0.014	0.073	0.737	0.462	-0.017	0.037	Unsupported
H25 (c). Conscientiousness-dependability will influence the relationship between a salesperson's role ambiguity and their sales effort, such that an increase in a salesperson's conscientiousness-dependability will likely decrease their role ambiguity and therefore will likely increase sales effort	-0.015	0.018	-0.101	-0.846	0.398	-0.049	0.02	Unsupported
H25 (d). Emotional stability will influence the relationship between a salesperson's role ambiguity and their sales effort, such that an increase in a salesperson's emotional stability will likely increase their perceived sales leadership empowerment and therefore will likely increase sales effort	0.024	0.013	0.182	1.806	0.072	-0.002	0.05	Unsupported
H25 (e). Intellect-sophistication will influence the relationship between a salesperson's role ambiguity and their sales effort, such that an increase in a salesperson's intellect-sophistication will likely increase their role ambiguity and therefore will likely increase sales effort	0.033	0.015	0.223	2.274	0.024	0.004	0.062	Supported

Table 17: Hypotheses H24 – H25

Personality – Technical Knowledge Skills

	Coefficients[a]							
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		
Hypothesis	B	Std. Error	Beta			Lower Bound	Upper Bound	Supported/ Unsupported
H26 (a). Introversion-extraversion will influence the relationship between a salesperson's technical knowledge skills and their sales effort, such that an increase in a salesperson's introversion-extraversion will likely increase their technical knowledge skills and therefore will likely increase sales effort	0.015	0.01	0.121	1.489	0.138	-0.005	0.034	Unsupported
H26 (b). Pleasantness-agreeableness will influence the relationship between a salesperson's role technical knowledge skills and their sales effort, such that an increase in a salesperson's pleasantness-agreeableness will likely increase their technical knowledge skills and therefore will likely increase sales effort	0.015	0.013	0.113	1.196	0.233	-0.01	0.04	Unsupported
H26 (c). Conscientiousness-dependability will influence the relationship between a salesperson's technical knowledge skills and their sales effort, such that an increase in a salesperson's conscientiousness-dependability will likely increase their technical knowledge skills and therefore will likely increase sales effort	-0.006	0.016	-0.04	-0.357	0.722	-0.037	0.026	Unsupported
H26 (d). Emotional stability will influence the relationship between a salesperson's technical knowledge skills and their sales effort, such that an increase in a salesperson's emotional stability will likely increase their and therefore will likely increase sales effort	0.038	0.012	0.295	3.296	0.001	0.015	0.061	Supported
H26 (e). Intellect-sophistication will influence the relationship between a salesperson's technical knowledge skills and their sales effort, such that an increase in a salesperson's intellect-sophistication will likely increase their technical knowledge skills and therefore will likely increase sales effort	0.035	0.014	0.246	2.554	0.011	0.008	0.061	Supported
H27 (a). Introversion-extraversion will influence the relationship between a salesperson's technical knowledge skills and their sales performance, such that an increase in a salesperson's introversion-extraversion will likely increase their technical knowledge skills and therefore will likely increase sales performance	0.026	0.008	0.231	3.117	0.002	0.009	0.042	Supported
H27 (b). Pleasantness-agreeableness will influence the relationship between a salesperson's role technical knowledge skills and their sales performance, such that an increase in a salesperson's pleasantness-agreeableness will likely increase their technical knowledge skills and therefore will likely increase sales performance	0.052	0.011	0.422	4.901	0.002	0.031	0.073	Supported
H27 (c). Conscientiousness-dependability will influence the relationship between a salesperson's technical knowledge skills and their sales performance, such that an increase in a salesperson's conscientiousness-dependability will likely increase their technical knowledge skills and therefore will likely increase sales performance	0.005	0.013	0.036	0.351	0.726	-0.021	0.031	Unsupported
H27 (d). Emotional stability will influence the relationship between a salesperson's technical knowledge skills and their sales performance, such that an increase in a salesperson's emotional stability will likely increase their and therefore will likely increase sales performance	0.009	0.01	0.079	0.968	0.334	-0.01	0.028	Unsupported
H27 (e). Intellect-sophistication will influence the relationship between a salesperson's technical knowledge skills and their sales performance, such that an increase in a salesperson's intellect-sophistication will likely increase their technical knowledge skills and therefore will likely increase sales performance	0.018	0.011	0.143	1.62	0.106	-0.004	0.04	Unsupported

Table 18: Hypotheses H26 – H27

	Coefficients[a]							
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		
Hypothesis	B	Std. Error	Beta			Lower Bound	Upper Bound	Supported/ Unsupported
H28 (a). Introversion-extraversion will influence the relationship between a salesperson's salesmanship skills and their sales effort, such that an increase in a salesperson's introversion-extraversion will likely increase their salesmanship skills and therefore will likely increase sales effort	0.002	0.01	0.014	0.155	0.877	-0.019	0.022	Unsupported
H28 (b). Pleasantness-agreeableness will influence the relationship between a salesperson's salesmanship skills and their sales effort, such that an increase in a salesperson's pleasantness-agreeableness will likely increase their salesmanship skills and therefore will likely increase sales effort	0.013	0.012	0.103	1.039	0.299	-0.011	0.037	Unsupported
H28 (c). Conscientiousness-dependability will influence the relationship between a salesperson's salesmanship skills and their sales effort, such that an increase in a salesperson's conscientiousness-dependability will likely increase their salesmanship skills and therefore will likely increase sales effort	0.004	0.016	0.027	0.225	0.822	-0.027	0.034	Unsupported
H28 (d). Emotional stability will influence the relationship between a salesperson's salesmanship skills and their sales effort, such that an increase in a salesperson's emotional stability will likely increase their salesmanship skills and therefore will likely increase sales effort	0.026	0.011	0.229	2.316	0.021	0.004	0.048	Supported
H28 (e). Intellect-sophistication will influence the relationship between a salesperson's salesmanship skills and their sales effort, such that an increase in a salesperson's intellect-sophistication will likely increase their salesmanship skills and therefore will likely increase sales effort	0.029	0.013	0.224	2.186	0.03	0.003	0.055	Supported
H29 (a). Introversion-extraversion will influence the relationship between a salesperson's salesmanship skills and their sales performance, such that an increase in a salesperson's introversion-extraversion will likely increase their salesmanship skills and therefore will likely increase sales performance	0.011	0.009	0.115	1.337	0.182	-0.005	0.028	Unsupported
H29 (b). Pleasantness-agreeableness will influence the relationship between a salesperson's salesmanship skills and their sales performance, such that an increase in a salesperson's pleasantness-agreeableness will likely increase their salesmanship skills and therefore will likely increase sales performance	0.049	0.01	0.436	4.783	<.001	0.029	0.069	Supported
H29 (c). Conscientiousness-dependability will influence the relationship between a salesperson's salesmanship skills and their sales performance, such that an increase in a salesperson's conscientiousness-dependability will likely increase their salesmanship skills and therefore will likely increase sales performance	0.013	0.013	0.107	0.975	0.33	-0.013	0.039	Unsupported
H29 (d). Emotional stability will influence the relationship between a salesperson's salesmanship skills and their sales performance, such that an increase in a salesperson's emotional stability will likely increase their salesmanship skills and therefore will likely increase sales performance	0.001	0.009	0.009	0.098	0.922	-0.018	0.02	Unsupported
H29 (e). Intellect-sophistication will influence the relationship between a salesperson's salesmanship skills and their sales performance, such that an increase in a salesperson's intellect-sophistication will likely increase their salesmanship skills and therefore will likely increase sales performance	0.014	0.011	0.122	1.29	0.198	-0.007	0.036	Unsupported

Table 19: Hypotheses H28 – H29

Personality – Interpersonal Skills

	Coefficients[a]							
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		
Hypothesis	B	Std. Error	Beta			Lower Bound	Upper Bound	Supported/ Unsupported
H30 (a). Introversion-extraversion will influence the relationship between a salesperson's interpersonal skills and their sales effort, such that an increase in a salesperson's introversion-extraversion will likely increase their interpersonal skills and therefore will likely increase sales effort	0.017	0.01	0.149	1.685	0.093	-0.003	0.036	Unsupported
H30 (b). Pleasantness-agreeableness will influence the relationship between a salesperson's interpersonal skills and their sales effort, such that an increase in a salesperson's pleasantness-agreeableness will likely increase their interpersonal skills and therefore will likely increase sales effort	0.015	0.012	0.122	1.264	0.207	-0.008	0.039	Unsupported
H30 (c). Conscientiousness-dependability will influence the relationship between a salesperson's interpersonal skills and their sales effort, such that an increase in a salesperson's conscientiousness-dependability will likely increase their interpersonal skills and therefore will likely increase sales effort	-0.003	0.015	-0.024	-0.213	0.831	-0.033	0.027	Unsupported
H30 (d). Emotional stability will influence the relationship between a salesperson's interpersonal skills and their sales effort, such that an increase in a salesperson's emotional stability will likely increase their interpersonal skills and therefore will likely increase sales effort	0.037	0.011	0.31	3.459	<.001	0.016	0.058	Supported
H30 (e). Intellect-sophistication will influence the relationship between a salesperson's interpersonal skills and their sales effort, such that an increase in a salesperson's intellect-sophistication will likely increase their interpersonal skills and therefore will likely increase sales effort	0.03	0.013	0.234	2.38	0.018	0.005	0.055	Supported
H31 (a). Introversion-extraversion will influence the relationship between a salesperson's interpersonal skills and their sales performance, such that an increase in a salesperson's introversion-extraversion will likely increase their interpersonal skills and therefore will likely increase sales performance	0.026	0.008	0.252	3.075	0.002	0.009	0.042	Supported
H31 (b). Pleasantness-agreeableness will influence the relationship between a salesperson's interpersonal skills and their sales performance, such that an increase in a salesperson's pleasantness-agreeableness will likely increase their interpersonal skills and therefore will likely increase sales performance	0.049	0.01	0.43	4.793	<.001	0.029	0.069	Supported
H31 (c). Conscientiousness-dependability will influence the relationship between a salesperson's interpersonal skills and their sales performance, such that an increase in a salesperson's conscientiousness-dependability will likely increase their interpersonal skills and therefore will likely increase sales performance	0.006	0.013	0.045	0.432	0.666	-0.02	0.031	Unsupported
H31 (d). Emotional stability will influence the relationship between a salesperson's interpersonal skills and their sales performance, such that an increase in a salesperson's emotional stability will likely increase their interpersonal skills and therefore will likely increase sales performance	0.012	0.009	0.109	1.309	0.192	-0.006	0.03	Unsupported
H31 (e). Intellect-sophistication will influence the relationship between a salesperson's interpersonal skills and their sales performance, such that an increase in a salesperson's intellect-sophistication will likely increase their interpersonal skills and therefore will likely increase sales performance	0.016	0.011	0.14	1.531	0.127	-0.005	0.038	Unsupported

Table 20: Hypotheses H30 – H31

	Coefficients[a]							
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		
Hypothesis	B	Std. Error	Beta			Lower Bound	Upper Bound	Supported/ Unsupported
H32 (a). Introversion-extraversion will influence the relationship between a salesperson's sales efforts and their sales performance, such that an increase in a salesperson's introversion-extraversion will likely increase their sales efforts and therefore will likely increase sales performance	0.016	0.006	0.18	2.863	0.004	0.005	0.028	Supported
H32 (b). Pleasantness-agreeableness will influence the relationship between a salesperson's sales efforts and their sales performance, such that an increase in a salesperson's pleasantness-agreeableness will likely increase their sales efforts and therefore will likely increase sales performance	0.037	0.007	0.368	5.086	<.001	0.023	0.052	Supported
H32 (c). Conscientiousness-dependability will influence the relationship between a salesperson's sales efforts and their sales performance, such that an increase in a salesperson's conscientiousness-dependability will likely increase their sales efforts and therefore will likely increase sales performance	0.005	0.009	0.046	0.559	0.576	-0.013	0.023	Unsupported
H32 (d). Emotional stability will influence the relationship between a salesperson's sales efforts and their sales performance, such that an increase in a salesperson's emotional stability will likely increase their sales efforts and therefore will likely increase sales performance	-0.002	0.007	-0.017	-0.232	0.816	-0.015	0.012	Unsupported
H32 (e). Intellect-sophistication will influence the relationship between a salesperson's effort and their sales performance, such that an increase in a salesperson's intellect-sophistication will likely increase their sales efforts and therefore will likely increase sales performance	0.009	0.008	0.079	1.104	0.27	-0.007	0.024	Supported
H33 (a). Introversion-extraversion (M) will influence the relationship between a salesperson's sales efforts and their sales performance, such that an increase in a salesperson's introversion-extraversion will likely increase their sales efforts and therefore will likely increase sales performance	0.115	0.037	0.159	3.152	0.002	0.043	0.187	Supported
H33 (b). Pleasantness-agreeableness (M) will influence the relationship between a salesperson's sales efforts and their sales performance, such that an increase in a salesperson's pleasantness-agreeableness will likely increase their sales efforts and therefore will likely increase sales performance	0.236	0.047	0.273	5.025	<.001	0.143	0.328	Supported
H33 (c). Conscientiousness-dependability (M) will influence the relationship between a salesperson's sales efforts and their sales performance, such that an increase in a salesperson's conscientiousness-dependability will likely increase their sales efforts and therefore will likely increase sales performance	0.045	0.059	0.044	0.767	0.443	-0.071	0.162	Unsupported
H33 (d). Emotional stability (M) will influence the relationship between a salesperson's sales efforts and their sales performance, such that an increase in a salesperson's emotional stability will likely increase their sales efforts and therefore will likely increase sales performance	-0.011	0.043	-0.014	-0.248	0.805	-0.096	0.075	Unsupported
H33 (e). Intellect-sophistication (M) will influence the relationship between a salesperson's effort and their sales performance, such that an increase in a salesperson's intellect-sophistication will likely increase their sales efforts and therefore will likely increase sales performance	0.047	0.051	0.046	0.915	0.361	-0.054	0.148	Unsupported

Table 21: Hypotheses H32 – H33

Personal Attributes – Interpersonal Skills

	Coefficients[a]							
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		
Hypothesis	B	Std. Error	Beta			Lower Bound	Upper Bound	Supported/ Unsupported
H34 (a). Age will increase the relationship between a salesperson's interpersonal skills and their sales performance, such that as a salesperson age increases their interpersonal skill and sales performance will increase	0.044	0.026	0.095	1.702	0.09	-0.007	0.095	Supported
H34 (b). Gender will change the relationship between a salesperson's interpersonal skills and their sales performance, such that as a salesperson gender changes their interpersonal skill and sales performance will increase	-0.026	0.028	-0.048	-0.945	0.345	-0.081	0.028	Unsupported
H34 (c). Race will change the relationship between a salesperson's interpersonal skills and their sales performance, such that a change in a salesperson's race will change their interpersonal skill and therefore increase sales performance	0.078	0.051	0.079	1.525	0.128	-0.023	0.18	Unsupported
H34 (d). Job Tenure will increase the relationship between a salesperson's interpersonal skills and their sales performance, such that an increase in a salesperson's job tenure will increase their interpersonal skill and therefore increase sales performance	0.006	0.037	0.008	0.15	0.881	-0.067	0.078	Unsupported
H34 (e). Education will increase the relationship between a salesperson's interpersonal skills and their sales performance, such that as a salesperson education increases their interpersonal skill and sales performance will increase	-0.016	0.026	-0.036	-0.609	0.543	-0.067	0.035	Unsupported
H34 (f). Marital Status will change the relationship between a salesperson's interpersonal skills and their sales performance, such that as a salesperson marital status changes their interpersonal skill and sales performance will increase	0.033	0.019	0.087	1.679	0.094	-0.006	0.071	Unsupported
H34 (g). Income will increase the relationship between a salesperson's interpersonal skills and their sales performance, such that an increase in a salesperson's income will increase their interpersonal skill and therefore increase sales performance	0.057	0.024	0.141	2.399	0.017	0.01	0.104	Supported
H34 (h). Sales achievement will increase the relationship between a salesperson's interpersonal skills and their sales performance, such that an increase in a salesperson's sales achievement will increase their interpersonal skill and therefore increase sales performance	0.138	0.04	0.176	3.412	<.001	0.058	0.217	Supported
H35 (a). Age will increase the relationship between a salesperson's interpersonal skills and their sales effort, such that as a salesperson age increases their interpersonal skill and sales effort will increase	0.051	0.029	0.099	1.748	0.081	-0.006	0.108	Unsupported
H35 (b). Gender will change the relationship between a salesperson's interpersonal skills and their sales effort, such that as a salesperson gender changes their interpersonal skill and sales effort will increase	-0.067	0.031	-0.112	-2.163	0.031	-0.129	-0.006	Supported
H35 (c). Race will change the relationship between a salesperson's interpersonal skills and their sales effort, such that a change in a salesperson's race will change their interpersonal skill and therefore increase sales effort	-0.026	0.058	-0.024	-0.451	0.653	-0.139	0.087	Unsupported
H35 (d). Job Tenure will increase the relationship between a salesperson's interpersonal skills and their sales effort, such that an increase in a salesperson's job tenure will increase their interpersonal skill and therefore increase sales effort	0.067	0.041	0.091	1.611	0.108	-0.015	0.148	Unsupported
H35 (e). Education will increase the relationship between a salesperson's interpersonal skills and their sales effort, such that as a salesperson education increases their interpersonal skill and sales performance will effort	0.002	0.029	0.004	0.061	0.952	-0.056	0.059	Unsupported
H35 (f). Marital Status will change the relationship between a salesperson's interpersonal skills and their sales effort, such that as a salesperson marital status changes their interpersonal skill and sales effort will increase	0.042	0.022	0.102	1.942	0.053	-0.001	0.085	Unsupported
H35 (g). Income will increase the relationship between a salesperson's interpersonal skills and their sales effort, such that an increase in a salesperson's income will increase their interpersonal skill and therefore increase sales effort	0.001	0.027	0.003	0.043	0.966	-0.051	0.054	Unsupported
H35 (h). Sales achievement will increase the relationship between a salesperson's interpersonal skills and their sales effort, such that an increase in a salesperson's sales achievement will increase their interpersonal skill and therefore increase sales effort	0.166	0.045	0.193	3.672	<.001	0.077	0.255	Supported

Table 22: Hypotheses H34 – H35

Personal Attributes – Salesmanship Skills

	Coefficients[a]							
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		
Hypothesis	B	Std. Error	Beta			Lower Bound	Upper Bound	Supported/ Unsupported
H36 (a). Age will increase the relationship between a salesperson's salesmanship skills and their sales performance, such that as a salesperson age increases their salesmanship skill and sales performance will increase	0.043	0.024	0.091	1.756	0.08	-0.005	0.09	Unsupported
H36 (b). Gender will change the relationship between a salesperson's salesmanship skills and their sales performance,	0.006	0.026	0.011	0.226	0.821	-0.046	0.057	Unsupported
H36 (c). Race will change the relationship between a salesperson's salesmanship skills and their sales performance, such that a change in a salesperson's race will change their salesmanship skill and therefore increase sales performance	0.084	0.048	0.084	1.745	0.082	-0.011	0.179	Unsupported
H36 (d). Job Tenure will increase the relationship between a salesperson's salesmanship skills and their sales performance, such that an increase in a salesperson's job tenure will increase their salesmanship skill and therefore increase sales performance	-0.009	0.035	-0.014	-0.264	0.792	-0.077	0.059	Unsupported
H36 (e). Education will increase the relationship between a salesperson's salesmanship skills and their sales performance, such that as a salesperson education increases their salesmanship skill and sales performance will increase	-0.018	0.024	-0.04	-0.718	0.473	-0.065	0.03	Unsupported
H36 (f). Marital Status will change the relationship between a salesperson's salesmanship skills and their sales performance, such that as a salesperson marital status changes their salesmanship skill and sales performance will increase	0.023	0.018	0.062	1.27	0.205	-0.013	0.059	Unsupported
H36 (g). Income will increase the relationship between a salesperson's salesmanship skills and their sales performance, such that an increase in a salesperson's income will increase their salesmanship skill and therefore increase sales performance	0.047	0.022	0.117	2.108	0.036	0.003	0.091	Supported
H36 (h). Sales achievement will increase the relationship between a salesperson's salesmanship skills and their sales performance, such that an increase in a salesperson's sales achievement will increase their salesmanship skill and therefore increase sales performance	0.088	0.039	0.113	2.288	0.023	0.012	0.164	Supported
H37 (a). Age will increase the relationship between a salesperson's salesmanship skills and their sales effort, such that as a salesperson age increases their salesmanship skill and sales effort will increase	0.049	0.028	0.096	1.78	0.076	-0.005	0.103	Unsupported
H37 (b). Gender will change the relationship between a salesperson's salesmanship skills and their sales effort, such that as a salesperson gender changes their salesmanship skill and sales effort will increase	-0.038	0.03	-0.064	-1.29	0.198	-0.097	0.02	Unsupported
H37 (c). Race will change the relationship between a salesperson's salesmanship skills and their sales effort, such that a change in a salesperson's race will change their salesmanship skill and therefore increase sales effort	-0.02	0.055	-0.018	-0.361	0.718	-0.128	0.088	Unsupported
H37 (d). Job Tenure will increase the relationship between a salesperson's salesmanship skills and their sales effort, such that an increase in a salesperson's job tenure will increase their salesmanship skill and therefore increase sales effort	0.052	0.039	0.071	1.309	0.192	-0.026	0.129	Unsupported
H37 (e). Education will increase the relationship between a salesperson's salesmanship skills and their sales effort, such that as a salesperson education increases their salesmanship skill and sales effort will increase	0	0.028	-0.001	-0.013	0.99	-0.055	0.054	Unsupported
H37 (f). Marital Status will change the relationship between a salesperson's salesmanship skills and their sales effort, such that as a salesperson marital status changes their salesmanship skill and sales effort will increase	0.034	0.021	0.081	1.624	0.105	-0.007	0.074	Unsupported
H37 (g). Income will increase the relationship between a salesperson's salesmanship skills and their sales effort, such that an increase in a salesperson's income will increase their salesmanship skill and therefore increase sales effort	-0.009	0.025	-0.019	-0.342	0.733	-0.059	0.041	Unsupported
H37 (h). Sales achievement will increase the relationship between a salesperson's salesmanship skills and their sales effort, such that an increase in a salesperson's sales achievement will increase their salesmanship skill and therefore increase sales effort	0.116	0.044	0.134	2.638	0.009	0.029	0.202	Supported

Table 23: Hypotheses H36 – H37

Personal Attributes – Technical Knowledge Skills

	Coefficients[a]							
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		
Hypothesis	B	Std. Error	Beta			Lower Bound	Upper Bound	Supported/ Unsupported
H38 (a). Age will increase the relationship between a salesperson's technical knowledge skills and their sales performance, such that as a salesperson age increases their technical knowledge skill and sales performance will increase	0.037	0.026	0.079	1.412	0.159	-0.014	0.088	Unsupported
H38 (b). Gender will change the relationship between a salesperson's technical knowledge skills and their sales performance, such that as a salesperson gender changes their technical knowledge skill and sales performance will increase	-0.015	0.028	-0.028	-0.556	0.578	-0.07	0.039	Unsupported
H38 (c). Race will change the relationship between a salesperson's technical knowledge skills and their sales performance, such that a change in a salesperson's race will change their technical knowledge skill and therefore increase sales performance	0.062	0.051	0.062	1.207	0.228	-0.039	0.163	Unsupported
H38 (d). Job Tenure will increase the relationship between a salesperson's technical knowledge skills and their sales performance, such that an increase in a salesperson's job tenure will increase their technical knowledge skill and therefore increase sales performance	0.026	0.037	0.04	0.712	0.477	-0.046	0.099	Unsupported
H38 (e). Education will increase the relationship between a salesperson's technical knowledge skills and their sales performance, such that as a salesperson education increases their technical knowledge skill and sales performance will increase	-0.021	0.026	-0.048	-0.817	0.414	-0.073	0.03	Unsupported
H38 (f). Marital Status will change the relationship between a salesperson's technical knowledge skills and their sales performance, such that as a salesperson marital status changes their technical knowledge skill and sales performance will increase	0.032	0.019	0.086	1.662	0.097	-0.006	0.071	Unsupported
H38 (g). Income will increase the relationship between a salesperson's technical knowledge skills and their sales performance, such that an increase in a salesperson's income will increase their technical knowledge skill and therefore increase sales performance	0.066	0.024	0.163	2.763	0.006	0.019	0.113	Supported
H38 (h). Sales achievement will increase the relationship between a salesperson's technical knowledge skills and their sales performance, such that an increase in a salesperson's sales achievement will increase their technical knowledge skill and therefore increase sales performance	0.117	0.041	0.149	2.823	0.005	0.035	0.198	Supported
H39 (a). Age will increase the relationship between a salesperson's technical knowledge skills and their sales effort, such that as a salesperson age increases their technical knowledge skill and sales effort will increase	0.047	0.029	0.091	1.586	0.114	-0.011	0.104	Unsupported
H39 (b). Gender will change the relationship between a salesperson's technical knowledge skills and their sales effort, such that as a salesperson gender changes their technical knowledge skill and sales effort will increase	-0.059	0.031	-0.098	-1.867	0.063	-0.121	0.003	Unsupported
H39 (c). Race will change the relationship between a salesperson's technical knowledge skills and their sales effort, such that a change in a salesperson's race will change their technical knowledge skill and therefore increase sales effort	-0.038	0.058	-0.035	-0.652	0.515	-0.153	0.077	Unsupported
H39 (d). Job Tenure will increase the relationship between a salesperson's technical knowledge skills and their sales effort, such that an increase in a salesperson's job tenure will increase their technical knowledge skill and therefore increase sales effort	0.082	0.042	0.113	1.973	0.049	0	0.164	Supported
H39 (e). Education will increase the relationship between a salesperson's technical knowledge skills and their sales effort, such that as a salesperson education increases their technical knowledge skill and sales effort will increase	-0.001	0.03	-0.001	-0.018	0.986	-0.059	0.058	Unsupported
H39 (f). Marital Status will change the relationship between a salesperson's technical knowledge skills and their sales effort, such that as a salesperson marital status changes their technical knowledge skill and sales effort will increase	0.042	0.022	0.101	1.897	0.059	-0.002	0.085	Unsupported
H39 (g). Income will increase the relationship between a salesperson's technical knowledge skills and their sales effort, such that an increase in a salesperson's income will increase their technical knowledge skill and therefore increase sales effort	0.008	0.027	0.017	0.28	0.78	-0.046	0.061	Unsupported
H39 (h). Sales achievement will increase the relationship between a salesperson's technical knowledge skills and their sales effort, such that an increase in a salesperson's sales achievement will increase their technical knowledge skill and therefore increase sales effort	0.161	0.047	0.187	3.446	<.001	0.069	0.253	Supported

Table 24: Hypotheses H38 – H39

Personal Attributes – Role Ambiguity

	Coefficients[a]							
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		
Hypothesis	B	Std. Error	Beta			Lower Bound	Upper Bound	Supported/ Unsupported
H40 (f). Marital Status will change the relationship between a salesperson's role ambiguity and their sales effort, such that as a salesperson marital status changes their role ambiguity and sales effort will change	0.029	0.021	0.069	1.399	0.163	-0.012	0.069	Unsupported
H40 (g). Income will increase the relationship between a salesperson's role ambiguity and their sales effort, such that an increase in a salesperson's income will decrease their role ambiguity and therefore increase sales effort	0.003	0.025	0.007	0.124	0.902	-0.046	0.052	Unsupported
H40 (h). Sales achievement will increase the relationship between a salesperson's role ambiguity and their sales effort, such that an increase in a salesperson's sales achievement will decrease their role ambiguity and therefore increase sales effort	0.072	0.045	0.084	1.604	0.11	-0.016	0.16	Supported
H41 (a). Age will increase the relationship between a salesperson's role ambiguity and their sales performance, such that as a salesperson age increases their role ambiguity and sales performance will increase	0.038	0.025	0.083	1.563	0.119	-0.01	0.087	Unsupported
H41 (b). Gender will change the relationship between a salesperson's role ambiguity and their sales performance, such that as a salesperson gender changes their role ambiguity and sales performance will change	0.002	0.026	0.003	0.071	0.944	-0.05	0.054	Unsupported
H41 (c). Race will change the relationship between a salesperson's role ambiguity and their sales performance, such that a change in a salesperson's race will change their role ambiguity and therefore change sales performance	0.058	0.049	0.059	1.196	0.233	-0.038	0.154	Unsupported
H41 (d). Job Tenure will increase the relationship between a role ambiguity and their sales performance, such that an increase in a salesperson's job tenure will decrease their role ambiguity and therefore increase sales performance	0.005	0.035	0.007	0.137	0.891	-0.064	0.074	Unsupported
H41 (e). Education will increase the relationship between a salesperson's role ambiguity and their sales performance, such that as a salesperson education increases their role ambiguity and sales performance will decrease	0.002	0.025	0.004	0.068	0.946	-0.047	0.05	Unsupported
H41 (f). Marital Status will change the relationship between a salesperson's role ambiguity and their sales performance, such that as a salesperson marital status changes their role ambiguity and sales performance will change	0.019	0.019	0.052	1.049	0.295	-0.017	0.056	Unsupported
H41 (g). Income will increase the relationship between a salesperson's role ambiguity and their sales performance, such that an increase in a salesperson's income will decrease their role ambiguity and therefore increase sales performance	0.06	0.023	0.148	2.656	0.008	0.016	0.105	Supported
H41 (h). Sales achievement will increase the relationship between a salesperson's role ambiguity and their sales performance, such that an increase in a salesperson's sales achievement will decrease their role ambiguity and therefore increase sales performance	0.058	0.04	0.074	1.437	0.152	-0.021	0.138	Unsupported

Table 25: Hypotheses H40 – H41

Personal Attributes - Perceived Leadership Empowerment

	Coefficients[a]							
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		
Hypothesis	B	Std. Error	Beta			Lower Bound	Upper Bound	Supported/ Unsupported
H42 (a). Age will increase the relationship between a salesperson's perceived leadership empowerment and their sales effort, such that as a salesperson age increases their perceived leadership empowerment and sales effort will increase	0.035	0.029	0.069	1.219	0.224	-0.022	0.092	Unsupported
H42 (b). Gender will change the relationship between a salesperson's perceived leadership empowerment and their sales effort, such that as a salesperson gender changes their perceived leadership empowerment and sales effort will increase	-0.064	0.031	-0.107	-2.089	0.037	-0.125	-0.004	Unsupported
H42 (c). Race will change the relationship between a salesperson's perceived leadership empowerment and their sales effort, such that a change in a salesperson's race will change their perceived leadership empowerment and therefore increase sales effort	-0.022	0.057	-0.02	-0.383	0.702	-0.134	0.09	Unsupported
H42 (d). Job Tenure will increase the relationship between a salesperson's perceived leadership empowerment and their sales effort, such that an increase in a salesperson's job tenure will increase their perceived leadership empowerment and therefore increase sales effort	0.085	0.041	0.116	2.074	0.039	0.004	0.165	Supported
H42 (e). Education will increase the relationship between a salesperson's perceived leadership empowerment and their sales effort, such that as a salesperson education increases their perceived leadership empowerment and sales effort will increase	0.005	0.029	0.01	0.172	0.863	-0.052	0.062	Unsupported
H42 (f). Marital Status will change the relationship between a salesperson's perceived leadership empowerment and their sales effort, such that as a salesperson marital status changes their perceived leadership empowerment and sales effort will increase	0.033	0.022	0.081	1.541	0.124	-0.009	0.076	Unsupported
H42 (g). Income will increase the relationship between a salesperson's perceived leadership empowerment and their sales effort, such that an increase in a salesperson's income will increase their perceived leadership empowerment and therefore increase sales effort	-0.008	0.027	-0.017	-0.292	0.77	-0.06	0.045	Unsupported
H42 (h). Sales achievement will increase the relationship between a salesperson's perceived leadership empowerment and their sales effort, such that an increase in a salesperson's sales achievement will increase their perceived leadership empowerment and therefore increase sales effort	0.161	0.045	0.187	3.588	<.001	0.073	0.249	Supported
H43 (a). Age will increase the relationship between a salesperson's perceived leadership empowerment and their sales performance, such that as a salesperson age increases their perceived leadership empowerment and sales performance will increase	0.03	0.026	0.065	1.157	0.248	-0.021	0.082	Unsupported
H43 (b). Gender will change the relationship between a salesperson's perceived leadership empowerment and their sales performance, such that as a salesperson gender changes their perceived leadership empowerment and sales performance will increase	-0.021	0.028	-0.039	-0.76	0.448	-0.076	0.034	Unsupported
H43 (c). Race will change the relationship between a salesperson's perceived leadership empowerment and their sales performance, such that a change in a salesperson's race will change their perceived leadership empowerment and therefore increase sales performance	0.08	0.052	0.081	1.55	0.122	-0.022	0.182	Unsupported
H43 (d). Job Tenure will increase the relationship between a salesperson's perceived leadership empowerment and their sales performance, such that an increase in a salesperson's job tenure will increase their perceived leadership empowerment and therefore increase sales performance	0.025	0.037	0.038	0.684	0.494	-0.048	0.098	Unsupported
H43 (e). Education will increase the relationship between a salesperson's perceived leadership empowerment and their sales performance, such that as a salesperson education increases their perceived leadership empowerment and sales performance will increase	-0.012	0.026	-0.026	-0.443	0.658	-0.063	0.04	Unsupported
H43 (f). Marital Status will change the relationship between a salesperson's perceived leadership empowerment and their sales performance, such that as a salesperson marital status changes their perceived leadership empowerment and sales performance will increase	0.024	0.02	0.064	1.217	0.224	-0.015	0.063	Unsupported
H43 (g). Income will increase the relationship between a salesperson's perceived leadership empowerment and their sales performance, such that an increase in a salesperson's income will increase their perceived leadership empowerment and therefore increase sales performance	0.05	0.024	0.124	2.075	0.039	0.003	0.097	Supported
H43 (h). Sales achievement will increase the relationship between a salesperson's perceived leadership empowerment and their sales performance, such that an increase in a salesperson's sales achievement will increase their perceived leadership empowerment and therefore increase sales performance	0.142	0.041	0.182	3.497	<.001	0.062	0.222	Supported

Table 26: Hypotheses H42 – H43

Personal Attributes – Sales Effort and Sales Performance

	Coefficients[a]							
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		
Hypothesis	B	Std. Error	Beta			Lower Bound	Upper Bound	Supported/ Unsupported
H44 (a). Age will influence the relationship between salesperson sales effort and their sales performance, such that age will increase sales effort and therefore will have an increased sales performance	0.023	0.024	0.05	0.979	0.328	-0.023	0.07	Unsupported
H44 (b). Gender will influence the relationship between salesperson sales effort and their sales performance, such that gender will increase sales effort and therefore will have an increased sales performance	0.01	0.025	0.018	0.389	0.697	-0.04	0.06	Unsupported
H44 (c). Race will influence the relationship between salesperson sales effort and their sales performance, such that race will increase sales effort and therefore will have an increased sales performance	0.085	0.047	0.085	1.817	0.07	-0.007	0.177	Supported
H44 (d). Job tenure will influence the relationship between salesperson sales effort and their sales performance, such that job tenure will increase sales effort and therefore will have an increased sales performance	-0.016	0.034	-0.024	-0.476	0.634	-0.082	0.05	Unsupported
H44 (e). Education will influence the relationship between salesperson sales effort and their sales performance, such that education will increase sales effort and therefore will have a increased sales performance	-0.013	0.024	-0.03	-0.557	0.578	-0.06	0.033	Unsupported
H44 (f). Marital Status will influence the relationship between salesperson sales effort and their sales performance, such that marital status will increase sales effort and therefore will have an increased sales performance	0.013	0.018	0.034	0.711	0.478	-0.022	0.048	Unsupported
H44 (g). Income will increase the relationship between sales effort and their sales performance, such that as a salesperson income increases their sales effort and sales performance will increase	0.06	0.022	0.148	2.763	0.006	0.017	0.102	Supported
H44 (h). Sales achievement will increase the relationship between sales effort and their sales performance, such that an increase in a salesperson's sales achievement will increase their sales effort and therefore increase sales performance	0.089	0.037	0.114	2.409	0.017	0.016	0.162	Supported

Table 27: Hypothesis H44

Effort and Performance

	Coefficients[a]							
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		
Hypothesis	B	Std. Error	Beta			Lower Bound	Upper Bound	Supported/ Unsupported
H45. As a salesperson's effort increases, their sales performance will increase	0.479	0.042	0.528	11.385	<.001	0.397	0.562	Supported

Table 28: Hypothesis H45

Mediator Analysis - Examining the Effect of Sales Effort

The study examined the indirect effect of the predictor variables (IVs) on the outcome variable (the Dependent Variable) through the mediating variable, Sales Effort. The researchers tested for statistical significance of the indirect effects.

The key findings were:

1. The indirect effect of Interpersonal Skills on Sales Performance, mediated by Sales Effort, was statistically significant (p-value ≤ 0.05).

2. The indirect effect of Salesmanship Skills on Sales Performance, mediated by Sales Effort, was statistically significant (p-value ≤ 0.05).

3. The indirect effect of Technical Knowledge Skills on Sales Performance, mediated by Sales Effort, was statistically significant (p-value ≤ 0.05).

In other words, the study found that the three selling skills (Interpersonal Skills, Salesmanship Skills, and Technical Knowledge Skills) had a significant indirect effect on Sales Performance, with Sales Effort serving as the mediating variable.

VI. SUMMARY, CONCLUSIONS AND IMPLICATIONS

Findings - Summary of the Study

In the process of answering the research question aimed at determining effective remote sales force performance and identifying and analyzing key considerations driving sales performance of today's salespersons, here is what we found.

From the study we learn the impact and importance of both personal drivers and environmental (or situational drivers) on a salesperson's efforts and a salesperson's performance outcome and how these outcomes are further shape, influenced and affected by other important factors and considerations. This chapter presents the evidence that interpersonal skills (coping skills), salesmanship skills, technical knowledge skills, role ambiguity and perceived leadership empowerment does in fact contribute to and hold utility as predictors of a salesperson's sales effort and a salesperson's sales performance. Further the actualities shows that the moderating effect of personality, sales channel and personal attributes on sales effort and sales performance also affects the relationship between sales effort and sales performance.

The research revealed that as a salesperson's increases their interpersonal skills (such as knowing how to cope with and resolve conflicts), increases their salesmanship skills (such as knowing how to make a presentation and how to close a sale) and increases their technical knowledge skills (such as knowledge of product features and benefits, engineering skills, and the procedures required by company policies), their sales efforts will increase. Likewise, as a salesperson's increases their interpersonal skills, their salesmanship skills and their technical knowledge skills, their sales performance will increase.

Further, it makes logical sense that as a salesperson's interpersonal (interactive and social skills) increases, not only will their sales efforts increase but their sales performance will also increase as discovered by this study. Similarly, as a salesperson's salesmanship skills increases, so too will their sales efforts increase in addition to their sales performance also increasing. Likewise, as a salesperson's technical knowledge skills increases, together their sales efforts and their sales performance will increase. Honing your selling skills and techniques does translate into improved sales performance. It makes sense that to hit your sales numbers sellers need to refine and polish their selling skills and know a lot – from product knowledge and market expertise, to knowing how to close a sale, to communicating effectively, to adding product value. Sales ability inventories are, as such, good predictors of a salesperson's sales performance.

The study also determined that as a salesperson's role ambiguity (vagueness and doubt of the job) is increased, their sales effort and their sales performance will decrease. Finally, as a salesperson's perceived sales leadership empowerment is increased, they are more motivated their sales efforts and their sales performance will increase. Specifically, my research found that as a salesperson's role ambiguity (and dissatisfaction with the job) is increased, their sales effort will decrease and as a salesperson's role ambiguity (and dissatisfaction with the job) is increased, their sales performance will decrease. As such the study found that role ambiguity is negatively related to sales effort and sales performance.

The study found that as a salesperson's perceived sales leadership empowerment is increased, their sales efforts will increase as well as when a salesperson's perceived sales leadership empowerment is increased, their sales performances will increase

Overall, a salesperson's perceptions of their supervisor style of leadership are an important predictors of salesforce effort and salesforce performance.

Sales Channels

We set off to determine which sales and communication channels are key in driving the sales efforts and performance of today's salespersons and to determine if the various sales and communication channels are effective in driving sales performance in today's workplace.

We further hoped to determine if a salesperson's remote selling effort drives sales and performance more effective than in-person (or face-to-face) or omnichannel selling. What we discovered is that as a salesperson increase using remote selling and communication, their (interpersonal, salesmanship and technical knowledge) selling skills increases and in response their sales performance increases.

Face-to-face Selling

For salespeople, an increase face-to-face communication and interaction leads to an increases technical knowledge skills which increases their sales performance.

Likewise, the more face-to-face exchanges that occur, the more a salesperson's interpersonal selling skills increases and the greater the sales person's sales performance. Face-to-face communication enables salespeople to communicate and interact effectively with clients, building client relationships and closing deals.

Finally, by employing, increasing and intensifying one's face-to-face selling and exchanges, a salesperson will increase both their sales effort and increase sales performance.

Hybrid (or Omnichannel) Selling

Using of hybrid or multiple communication and exchanges by a salesperson influences the relationship between a salesperson's technical knowledge skills and their sales performance, such that by a salesperson increasing the use of hybrid communication methods in their interface a salesperson's technical knowledge skills will increases and result in a rise in sales performance. Hybrid communications additionally influences the relationship between a salesperson's interpersonal selling skills and their sales performance, such that an increase in hybrid selling will increase their interpersonal selling skills and therefore will also increase sales performance. As with face-to-face communication, hybrid selling will stimulate the relationship between sales effort and sales performance, such that an increase in hybrid communication will increase sales effort and increase sales performance. Multiple communication channels are beneficial for increasing sales performance and by providing customer with multiple channels to interact can lead to more and deeper customer engagement.

Remote Selling

The research discovered that by utilizing and increasing using remote selling and communication, a salesperson will increase their technical knowledge skills and abilities and this will increase their sales performance. Added, by increasing more remote selling and remote communication into your sales practice you will increase your salesmanship skills and therefore will expectedly increase your sales performance. Further, remote selling and communication will enhance and boost the relationship between a salesperson's interpersonal selling skills and their sales performance, such that an increase in remote selling and remote communications will increase a salesperson's

interpersonal selling skills and will increase the salesperson's sales performance. To summarize, remote selling and remote communications will influence the relationship between sales effort and sales performance, in that, as increasing remote selling (and communications) will increase a salesperson's sales effort and increase a salesperson's sales performance.

The Effect of Sales Channel on Sales Effort and Sales Performance

In conclusion, the research finds that "although selling virtually – remotely - has less direct face-to face interaction, it increases the strength of the customer relationship and increases the salesperson's sales efforts and sales performance. Its important to thought highlight four notable positions.

First, the research revealed that when a salesperson's technical knowledge skills, salesmanship skills and interpersonal selling skills are moderated by remote selling, both their sales efforts and their sales performances increase. Moreover, as a salesperson's sales efforts are moderated by remote selling, sales performance will also increase. Second, the research determined that a salesperson's sales performance will increase when a salesperson's technical knowledge skills and interpersonal selling skills are moderated by hybrid (a.k.a. omnichannel or multi-channel) interaction, selling and communication. Third and quite interesting, the research does not discount nor overlook the benefit of face-to-face selling as it determined that when a salesperson's technical knowledge skills and interpersonal selling skills are moderated by face-to-face selling, both their sales efforts and their sales performance increase as well. Furthermore, as a salesperson's sales efforts are moderated by face-to-face selling, their sales performance will increase.

Personality

The research discovered that several personality traits and qualities affect sales effort and sales performance. It was revealed that an increase in a salesperson's energy, friendliness, and sociability (extroversion) leads to an increase in that salesperson's perceived sales leadership empowerment, technical knowledge skills, and interpersonal skills which in turn leads to an increase in a salesperson's sales efforts and sales performance. Quite the opposite, but very much positive, is that an increase in extroversion correspondingly reduces the salesperson's role ambiguity in turn increasing both the salesperson's sales efforts and sales performance. Finally, as extroversion increases so too does a salesperson's sales efforts and sales performance.

Additionally, an increase in friendliness (agreeableness, pleasantness and likability) leads to an increase in shared power by the leader and selling skills which in turn leads to an increase in a salesperson's sales efforts and sales performance. As well, an increase in friendliness (agreeableness, pleasantness and likability) reduces the salesperson's role ambiguity thereby increasing the salesperson's sales efforts and sales performance.

Moreover, an increase in intellect (understanding, intelligence and adventure) also increases shared power by the leader and an increase in selling skills (i.e. technical knowledge skills, salesmanship skills and interpersonal skills) which leads to an increase in a salesperson's sales efforts. An increase in a salesperson's intellect (understanding, intelligence and adventure) as well increases a salesperson's sales efforts and a salesperson's sales performance. As afore, it makes sense that a salesperson's increase in

intellect (understanding) reduces (decreases) the salesperson's role ambiguity thereby increasing the salesperson's sales efforts.

The research also uncovered that an increase in emotional stability (emotional constancy and strength) increases shared power by the leader (perceived sales leadership empowerment), increases selling skills (i.e. technical knowledge skills, salesmanship skills and interpersonal skills) and increases a salesperson's sales efforts.

Personality: Interpersonal Skills

It has been said that top sales performers are resilient (to rejection and negative feedback), are goal-oriented, assertive, confident, have emotional stability, are good listeners and have high interpersonal skills. This research establishes that emotional stability (strength) will influence the relationship between a salesperson's interpersonal (interactive and relational) skills and their sales efforts, such that an increase in a salesperson's emotional stability will increase their interpersonal (interactive and relational) skills and will therefore increase sales efforts. Intellect-sophistication (understanding, intelligence, adventure, knowledge, and familiarity) as well will influence the relationship between a salesperson's interpersonal (social, personal, relational and interactive) skills and a salesperson's sales efforts, such that an increase in a salesperson's intellect increases their interpersonal skills and increases the salesperson's sales efforts. Extraversion (energy) comparably will influence the relationship between a salesperson's interpersonal skills and their sales performance, such that an increase in a salesperson's energy (extroversion) will increase their interpersonal skills and increases their sales performance.

The more friendly (agreeable, pleasant and likable) a salesperson is will similarly influence the relationship between a salesperson's interpersonal and their sales performance, equating that an increase in a salesperson's being friendly will increase their interpersonal skills and therefore will increase the salesperson's sales performance.

Personality: Salesmanship Skills

Being emotionally stable will influence the relationship between a salesperson's salesmanship skills and their sales effort, such that the more emotional stable a salesperson is will result in an increase in their salesmanship skills and therefore will increase their sales effort. Moreover, having understanding and awareness (intellect) will influence the relationship between a salesperson's salesmanship skills and their sales effort, such that an increase in a salesperson's knowledge, familiarity and understanding will increase the salesperson's salesmanship skills and therefore will increase the salesperson's sales effort. In addition, being agreeable (friendly) will influence the relationship between a salesperson's salesmanship skills and their sales performance, such that an increase in a salesperson's friendliness (agreeableness) will enhance (increase) their salesmanship skills and therefore will increase sales performance.

Personality: Technical Knowledge Skills

As awareness surrounding mental health has grown over recent decades—including greater recognition for anxiety disorders and mood disorders—so too has interest in exploring ways to enhance emotional stability among individuals who might grapple with bouts of emotional instability or intense negative emotions. So, examining emotional stability and its effects in the workplace is both timely and equally essential.

In doing so the research found that emotional stability (emotional constancy and strength) will influence the relationship between a salesperson's technical knowledge skills and their sales efforts, such that an increase in a salesperson's emotional stability (emotional constancy and strength) will increase their technical knowledge skills and therefore will increase sales efforts. Emotional stability as such was found to have a significant impact on sales effort. This makes sense in that individuals high in emotional stability tend to be more resilient and better equipped to handle stress and uncertainty in the workplace, leading to more consistent job performance.

Likewise, knowledge, familiarity and understanding (intellect) was found to influence the relationship between a salesperson's technical knowledge skills (of their products and services) and their sales efforts, such that an increase in a salesperson's intellect will increase their technical knowledge skills and therefore increase sales efforts. To effectively sell products or services salespersons must have a good understanding of the products or services they are selling. This allows a salesperson to confidently speak to the products or services that they're selling. When sellers have an excellent understanding of a product, they will have the confidence to discuss it in detail and combat objections in real-time. With more product knowledge, sales reps can confidently answer questions and become better armed to resolve customer concerns. The data in this research points to the fact that today's salespeople should use their intellect to leverage the digital and virtual channels and as well to attain the ability to get power from data. In many industries, and in the F&B industry, where many businesses increasingly decline to have face-to-face meetings with salespeople, it seems we need a different breed of salesperson with a higher intellect and digital proportion.

Extroversion has always had a correlation with sales performance, so it was not surprising that in this study extraversion was determined to influence the relationship between a salesperson's technical knowledge skills and their sales performance, where an increase in a salesperson's extroversion (energy and outgoingness) will increase their technical knowledge skills and therefore will increase sales performance.

Agreeableness (the ability to be cooperative, good-natured, trusting, and tolerant) will also influence the relationship between a salesperson's technical knowledge skills and their sales performance, such that an increase in a salesperson's agreeableness will increase their technical knowledge skills and therefore will increase sales performance.

Personality: Role Ambiguity

There is longstanding interest in the relationship between personality and intelligence and role ambiguity - the absence of clearly formulated information on performance expectations, goals, duties, authority, responsibilities, obligations and other working conditions. The research found that intellect (understanding) will influence the relationship between a salesperson's role ambiguity and their sales performance, such that an increase in a salesperson's intellect (understanding) will decrease their role ambiguity and will increase sales performance. In addition, intellect (understanding) will influence the relationship between a salesperson's role ambiguity and their sales effort, such that an increase in a salesperson's intellect (understanding) will also decrease role ambiguity and therefore will increase sales effort. The more you know, the more you see (Aldous Huxley, 1942).

Furthermore, it was determined that extroversion (outgoingness) will influence the relationship between a salesperson's role ambiguity and their sales performance, such

that an increase in a salesperson's outgoingness will decrease role ambiguity and therefore will increase sales performance. Extroversion (outgoingness) as well will influence the relationship between a salesperson's role ambiguity and their sales effort, such that an increase in a salesperson's extroversion (outgoingness) will decrease role ambiguity and therefore will increase sales effort.

Personality: Perceived Leadership Empowerment

The research findings reveal that a salesperson's extraversion will influence the relationship between a salesperson's perceived sales leadership empowerment and their sales performance, such that the more extroverted and talkative and outgoing a salesperson the more likely there will be an increase in their perceived sales leadership empowerment and therefore the more likely they will have an increased sales performance.

Similarly, the data revealed that emotional stability will influence the relationship between a salesperson's perceived sales leadership empowerment and their sales effort, such that an increase in a salesperson's emotional stability will likely increase their perceived sales leadership empowerment and therefore will likely increase sales effort. This makes sense as leadership empowerment is a driver of engagement in the salesforce, and is about encouraging salespersons to make decisions about how they will do their work which is gotten through leaders empowering their salespeople. From the research we can determine that the more empowering a sales leader, the more engaged salespersons are likely to be. This is plausible as well, for at its core, emotional stability is about the extent to which we tend to experience negative emotions. So, if a salesperson's emotional stability increases (i.e. becomes more stable rather than less) and

they are in the same mood from day to day, rather than experiencing large swings, then it will likely increase their perceived sales leadership empowerment which will likely increase and so too their sales effort. Being stable, optimistic, and resilient to stress often represents significant advantages at work. Emotional stability therefore represents an advantage in sales. The reasons being is that calm and stable individuals tend to handle the pressure of sales better and get over the often-plentiful rejections more easily.

In the same way, we have found that intellect (understanding) will influence the relationship between a salesperson's perceived sales leadership empowerment and their sales performance, such that an increase in a salesperson's intellect (understanding) will increase their perceived sales leadership empowerment and therefore will increase sales performance. Intellect, imagination, and openness describe intellect-sophistication and a salesperson's imagination and how creative they are. It refers to a salesperson's sense of curiosity about the world and their willingness to try new things. It makes sense therefore that a salesperson's imagination and creativity will influence their relationship with perceived sales leadership empowerment such that an increase in a salesperson's intellect-sophistication will likely increase their perceived sales leadership empowerment and therefore will likely increase sales performance. Analogously, intellect (understanding) will influence the relationship between a salesperson's perceived sales leadership empowerment and their sales effort, such that an increase in a salesperson's intellect (understanding) will likely increase their perceived sales leadership empowerment and therefore will likely increase sales effort.

Personality: Sales Effort & Sales Performance

The personality factor of extraversion has been associated with performance in some occupations (e.g., sales) (Meurs, Wihler, Ewen, Merkl, and Missfeld, 2014), and it has been as seen in many prior research as one of the consistent predictors of performance.

Extroversion combined with agreeableness increases sales performance. Our research supports prior findings that extroversion will influence the relationship between a salesperson's effort and their sales performance, such that an increase in a salesperson's extraversion will increase sales effort and will increase sales performance. Extraversion predicts sales performance. Agreeableness by the same token will influence the relationship between a salesperson's effort and their sales performance, such that an increase in a salesperson's agreeableness will increase sales effort and therefore will increase sales performance. Extroversion and agreeableness are as such valid predictors of performance.

Correspondingly, the salesperson’s average extroversion increases the relationship between a salesperson's effort and their sales performance, such that an increase in a salesperson’s extraversion will increase sales effort and therefore will increase sales performance. Equally, the salesperson’s average agreeableness will influence the relationship between a salesperson's effort and their sales performance, such that an increase in a salesperson’s agreeableness will increase sales effort and therefore will increase sales performance.

Personal Attributes

In a perfect world, appearances don't have an impact on business, but in the real world, unfortunately, looks and other attributes seem to matter. I know this from being in sales for many years: buyers do judge – appearances and other attributes seem to matter in sales and in spite of any conscious efforts to be objective, this judging is happening at least some of the time if not most of the time. For example, over the last three years a lot has been written on commanding Zoom. You have to be able to ace the visual, be able to speak crisp, clear and concise, have a polished look, have authenticity, have style (of dress), and be able to communicate well.

The researched from the data reveals that an increase in a salesperson's income increases their interpersonal (interactive) skills, technical knowledge skills, salesmanship skills and perceived sales leadership empowerment and in all instances increases their sales performance. Clearly an increase in earnings (revenue achievement) validates (and endorses) that the selling activities undertaken by the salesperson's positively results in (increased) earnings and advocates for the salesperson to continue those activities that drives their income. Earning more signals to the salesperson that they are successful in their role and activities. This increase in income elucidates what they are doing and decreases a salesperson's role ambiguity, increasing a salesperson's sales performance. Overall, the research determined that an increase in income will increase sales efforts and will increase sales performance.

An increase in a salesperson's sales achievement also increases interpersonal skills, technical knowledge skills, salesmanship skills and perceived sales leadership empowerment and increases sales efforts and sales performance. Likewise, an increase in

sales achievement reduces (decreases) a salesperson's role ambiguity and in doing so increases a salesperson's sales performance (as sales achievement validates to the sales person that what they understand and are applying to the job is working and driving sales success). As with income, an increase in sales achievement will increase sales efforts and will increase sales performance.

Although in many readings there have been mixed findings regarding the relationship of job tenure to job performance. Human capital theory suggests that as knowledge and skill increase with greater tenure, job performance will improve as well. By staying longer in a job, an employee gains greater declarative knowledge (expertise regarding facts, rules, and principles) about the job's requirements, the unit's and organization's goals, and how different various tasks and work processes fit together. Greater declarative knowledge can thus contribute to multiple dimensions of job performance beyond core task performance. The research found that an increase in a salesperson's job tenure increases technical knowledge skills and perceived sales leadership empowerment and increases sales effort. Job tenure contributes positively to core sales performance.

As a salesperson's gets older (age increases) their technical knowledge skills increases and their sales performance increases. Older salespeople are more likely to have more technical knowledge skills (than young salespeople) and as technical knowledge skills increases and their sales performance increases. As such it can be interpreted that older salespeople are more effective than young salespeople.

Homophily is the degree to which individuals who interact are similar in identity as individuals tend to form social relationships with those who share similar traits, it is

not difficult to understand how gender homophily and race homophily extends to sales settings. This research uncovers that gender will influence the relationship between a salesperson's interpersonal skills relational, social, personal and interactive skills) and their sales efforts, such that a salesperson's gender changes their interpersonal skills (relational, social, personal and interactive skills) changes sales efforts will change. So, gender is another potential determinant of a salesperson's effectiveness. Diversity of the gender mix of a sales team may therefore offer a wider assortment of knowledge and skills which can likely build more meaningful relationships and create further sales success.

In understanding this you can also look at homophily in the context of race. The research discovers that a change in a salesperson's race will change their sales effort and change their sales performance. It brings to light that to sell or reach to similar others it helps to use like, similar or culturally-familiar salespersons to increase the sales efforts resulting in an increase the sales performance (rather than not using a similar or a culturally-familiar race). Thus, during a sales call, race and gender can also be two visual cues that buyers may use to establish credibility and trust of the salesperson. It's a reflection once more that it's important to remember that one size doesn't fit all, and when it comes to reaching the different markets.

Personal Attributes: Interpersonal Skills

Income (earnings) will increase the relationship between a salesperson's interpersonal skills (relational, social, personal, interactive skills and coping skills) and their sales performance, such that as a salesperson's income increases their interpersonal skill and sales performance will increase**.** The fact remains that the more income a

salesperson earns the more they will be driven to apply more effort to earn further income. By the same token, sales achievement will influence the relationship between a salesperson's interpersonal skills and their sales efforts, such that an increase in sales achievement will increase (through the reinforcement and underscoring of their sales achievement) interpersonal skills and therefore will increase and emphasize their sales effort.

Personal Attributes: Salesmanship Skills

Income will increase the relationship between a salesperson's salesmanship skills (presentation skills, closing skills, etc.) and their sales performance, such that as a salesperson income increases (through their sales endeavors) their salesmanship skills and sales performance will increase**.** Again, the more income a salesperson earns the more likely will be driven to continue to apply more effort to earn further income. Income causes a salesperson to be motivated to exert more effort. Similarly, a salesperson's achievement will increase the relationship their salesmanship skills and their sales performance, such that an increase in a salesperson's sales achievement will cause the salesperson to further increase his/her salesmanship skills and increase their sales performance further**.** Equally, an increase in sales achievement will increase salesmanship skills and therefore will increase their sales effort.

Personal Attributes: Technical Knowledge Skills

Income will increase and bolster the relationship between a salesperson's technical knowledge skills (product knowledge, engineering skills, and knowledge of company procedures and policies, etc.) and their sales performance, such that as a salesperson income increases their technical knowledge skills and sales performance will

increase**.** Sales achievement will also support and increase the relationship between a salesperson's technical knowledge skills and their sales performance, such that an increase in a salesperson's sales achievement will increase their technical knowledge skills and therefore increase sales performance**.** The effort that salespeople input (put into) to the job will result in higher performance. The research found this to be true as job tenure will influence the relationship between a salesperson's technical knowledge skills and their sales performance, such that a salesperson increases his/her years of tenure they will increase their technical knowledge skills and have increased sales performance**.** The research also found support that sales achievement will influence the relationship between a salesperson's technical knowledge skills and their sales efforts, such that an increase in sales achievement will increase technical knowledge skills and therefore will increase their sales effort.

Personal Attributes: Role Ambiguity

A salesperson's sales achievement effectiveness will decrease and lessen a salesperson's role ambiguity and as such increase their sales effort. Likewise, an increase in a salesperson's income can mitigate the detrimental effects of role ambiguity and lead to better sales performance and, ultimately, improved and increased sales performance.

Personal Attributes: Perceived Leadership Empowerment

The more tenure (time on the job) a salesperson has will increase the delegation of authority and decision-making by the sales leadership and which will increase their sales effort. An increase in sales achievement as well will also influence delegation of authority and decision-making by the sales leadership and will increase their sales effort. An increase in income similarly will increase a salesperson's perceived leadership

empowerment and their sales performance. Finally, an increase in sales achievement will increase a salesperson's perceived leadership empowerment and therefore increase sales performance.

Personal Attributes: Sales Effort and Sales Performance

It was determined that a salesperson's income increases both their sales effort and sales performance will increase. Similarly, an increase in a salesperson's sales achievement will increase their sales effort and therefore increase sales performance.

The Mediation Effect of Sales Effort Strengthens Sales Performance

The indirect effect of interpersonal skills and sales performance via sales effort (actions and initiatives) were significantly stronger than the direct relationship between interpersonal skills and sales performance showing that sales performance is stronger when enablement efforts are indirectly influenced by interpersonal skills.

The indirect effect of salesmanship skills and sales performance via sales effort (actions and initiatives) were significantly stronger than the direct relationship between salesmanship skills and sales performance showing that sales performance is stronger when enablement efforts are indirectly influenced by salesmanship skills.

The indirect effect of technical knowledge skills and sales performance via sales effort (actions and initiatives) were significantly stronger than the direct relationship between technical knowledge skills and sales performance showing that sales performance is stronger when enablement efforts are indirectly influenced by technical knowledge skills.

As sales effort are the activities and skills taken to move customers through the sales process (e.g. actions as interpersonal skills, salesmanship skills and technical

knowledge skills move customers through the sales process to eventually generating a sale, it's a sales activity) it reinforces the findings that sales performance is stronger when enablement efforts are indirectly influenced by interpersonal skills, salesmanship skills and technical knowledge skills.

Sales Effort Leads to Sales Performance

As sales effort activities move customers through the sales process. The findings of this research reinforce that sales performance is stronger when enabled by sales effort. It provides further support to the findings and works of Vroom, Porter, Lawler, Suttle, Walker, Churchill, and Ford. The research provides a modified, more dynamic version of the static Expectancy Theory Model originally proposed by Vroom' Expectancy Theory (1964), Porter and Lawler's Expectancy Theory (1968) (where there is a direct relationship between the satisfaction of an individual with his or her performance), Lawler and Suttle's Expectancy Theory and Job Behavior Theory (1973) (where expectancy attitudes were found to be significantly related to some measures of effort and performance) or Walker, Churchill, and Ford's (1977) Salesman's Estimate of the Probability (that a given amount of effort on task will lead to an improved level of performance on some performance dimension).

The results of our study ascertain and establish that as a salesperson's effort increases, their sales performance will increase.

Implications

Sales managers and the management of sales organizations can utilize and apply the SPIERS Scale (Appendix 5c on page 201) to determine the possibility of essential sales training that may be required by salespeople whose survey results indicate their

inadequate sales skills and behaviors in need of development that require training drawn from the results of the instrument scores and related deficient skills identified in the survey. Salespeople who do not sufficiently engage in technical, interpersonal and salesmanship selling should be trained to practice these skills more and engage is “better selling”.

The study findings suggest that management needs to pay more attention to assessing the selling practices of less technical skilled and salesmanship skilled salespeople. Specifically, less developed and undertrained salespeople in these two sales skill sets need more support in upgrading these sales techniques and management should facilitate teaching, training and coaching in the needed and deficient areas of development. There are several methods to improve the practice of selling among salespeople many of which can be applied to improve a salesperson’s sales performance. These include from encouraging salespeople to utilize information, to mastering the all of the stages of the sales process to involving expert salespeople in training new and upcoming salespeople.

The results also suggest that sales and selling knowledge and experience promote good selling practices. Sales managers should attempt to therefore recruit job candidates who are older with some selling experience. Conversely, hiring job candidates with little formal training may mean extra effort to be placed on training the person to practice using the recommended selling skills.

Further the identification and understanding the impact of age, gender and race as it relates to salesforce performance not only contributes to understanding how sales force diversity in many areas can increase sales performance but it asks that we set out to

further investigate the dynamic nature of these attributes which may be preferences as they relate to salesperson performance.

Future studies should look to examine how emotional stability affects a salesperson's ability to handle stress and uncertainty of the sales job and in turn to perform in their role. Additionally, as many businesses increasingly are declining to have face-to-face meetings with salespeople, further research is needed to determine if salespersons with a higher intellect and digital proportion are needed to excel in the world of remote selling.

It is imperative therefore that this study be expanded in respective identified areas as these hold important implications for salesperson recruitment, salesperson efforts, salesperson performance and the management of the salesforce in the many identified of interests that can guide salespersons, sales managers and sales organization to higher and more optimal levels of sales performance.

Suggested Further Research

We suggest three areas for possible future research. First, further replication is needed to determine how the findings reported here correspond to the results of studies conducted in other work environments, industries and countries. Second, researchers may find it useful to examine the interactive effects of the FFM (Five Factor Model) variables on work outcomes other than sales effort and sales performance, such as pay or merit increases, career advancement and progression, and turnover. Third, future researchers may further explore the predictors of high sales performance in several ways. For example, this study did not consist examination of the quotas or as well quota fairness between the participants. Earlier scholars concluded that an assumption of quota fairness

though may be unwarranted and that some managers tend to favor people they have recruited themselves (Johnson & Jaramillo, 2017; Kwak et al., 2019). A further quota analysis could also reveal significant changes in the composition of the quota setting. For example, some companies set quotas by revenue only, whereas other companies construct quotas combining elements such as revenue, profit, volume and other strategic initiatives (Deeter and Schmelz, 2016). In examining sales performance researchers should ensure that the quota criteria if relatively the same for the respondents being surveyed. Additionally, as this study omitted the omission of the salesperson's ability on sales performance future studies can measure the effect of salesperson's ability on the dimension of sales performance.

It is therefore essential that this study be expanded in several identified areas as there are important to salesforce recruitment and the management of the salesforce that can guide salespersons, sales managers and sales organization to higher and more optimal levels of sales performance. These finding all have practical implications for salespersons, supervisors and businesses looking for ways to effectively drive individual sales efforts and sales performances.

Limitations

The first limitation of concern is that having salespeople self-report on their individual performance measures and the drivers of performance raises a general concern that those salespeople with little experience may not fully understand whether these drivers are empowering performance.

Second, the fact that the perceptions of role, skill-level and personal biographic information all came from salespeople naturally raises concerns about the influence of method bias in the results (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003).

Third, a question of commonness or prevalence (of the sample population) is a frequent discussion topic with social sciences as populations may have specific, prevalent (dominant) characteristics. Although the statistical analysis in this study did not suffer from multicollinearity, the descriptive statistics indicated that variables as age and length of tenure of salespeople were correlated. 57% of the participants of this study were at least 35 years old. These participants likely had many years of experience from the face-to-face sales as opposed to virtual sales. This finding may indicate that there were very few (or certainly less than average) new salespeople over 35 years old in the population of this study that practice remote or omnichannel (multichannel) sales. To address any potential limitations of prevalence (commonness) or sample representativeness, future studies could include an examination of populations with known demographics.

Other limitations in the study included the researcher's not effectively measuring and controlling for the intensity of the salesperson's effort; the persistence of the salesperson's effort; issues regarding the company's (sales) organization; selling constraints related to the (sales) organization and its products and services; and, the communication for salesperson's performance (Teas, 1981).

As there was a limited funding and budget (an economical concern) for the completion of the research study though not obvious or intended this may be a possible limitation on the data gathered. Having a more generous research budget ma have allowed for more data to have been gathered.

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APPENDICIES

Appendix 1 – Survey Cover letter

Dear Survey Respondent,

Take the Survey Now - Your Input will Greatly Help Future Practices and Understandings!

I am a Doctoral research student at Florida International University in Miami, FL, USA conducting research to determine what are the key considerations driving sales performance of today's in-person, remote and hybrid salespersons. By completing the survey, you will provide insights and understanding into what factors influence a salesman's performance.

In capturing your responses, you will be providing many individuals and organizations a deeper understanding on not only what are the drivers and antecedents affecting a salesperson's sales performance but will be helping sales managers and companies make more informed business decisions and predictions about their sales teams' efforts and performance.

Your data will be upheld to the highest standards as outlined by the Institutional Review Boards (IRB) Policies & Guidelines and will be secure and will not ever be known or be revealed to anyone at any time. Your responses are confidential.

The survey has 23 questions and will take 8-10 minutes to complete.

We appreciate your time and consideration in this important survey. It is only with the support of respondents like you that our survey can be successful.

Thank You,

Sherrard Spiers

Appendix 2 – Informational letter

FIU | FLORIDA INTERNATIONAL UNIVERSITY

INFORMATIONAL LETTER

DETERMINING EFFECTIVE REMOTE SALESFORCE PERFORMANCE:
A STUDY OF VIRTUAL SELLING IN THE UNITED STATES

Hello, my name is Sherrard Spiers. You have been chosen at random to be in a research study that identifies and analyzes key considerations driving sales performance of today's salespersons. The paper hopes to examine several drivers and antecedents affecting a salesperson's sales performance whether that salesperson works in a face-facing sales position or in a virtual, remote or hybrid (remote and in-person) sales position. The purpose of this study is to serve as a step toward building a wide-ranging, well-rounded body of knowledge on the management of in-person sales, remote and hybrid salespersons, remote work, and the management of same which will be useful to practitioners and scholars alike. If you decide to be in this study, you will be one of 500 people in this research study. Participation in this study will take 30 minutes of your time. If you agree to be in the study, I will ask the following:

1. You will have to be 18+ years of age.
2. You will have to be working in the food and beverage industry.
3. You will have to be living in the United States (IP addresses only from the USA will be used as a prequalification to becoming a respondent).
4. We will exclude all people working in other industries.

There are no foreseeable risks or benefits to you for participating in this study. As latest estimates determine that by 2036 approximately 60% of the workforce will not know what it is like to commute to work and will only know of remote work it is critical to businesses to determine what are the drivers of remote work performance and more precisely to "Determine the Drivers for Effective Remote Salesforce Performance". There is no cost or payment to you. If you have questions while taking part, please stop me and ask.

You will remain anonymous.

If you have questions for one of the researchers conducting this study, you may contact Sherrard Spiers at 561-762-5151.

If you would like to talk with someone about your rights of being a subject in this research study or about ethical issues with this research study, you may contact the FIU Office of Research Integrity by phone at 305-348-2494 or by email at ori@fiu.edu.

Your participation in this research is voluntary, and you will not be penalized or lose benefits if you refuse to participate or decide to stop. You may keep a copy of this form for your records.

Appendix 3 – Constructs and Definitions

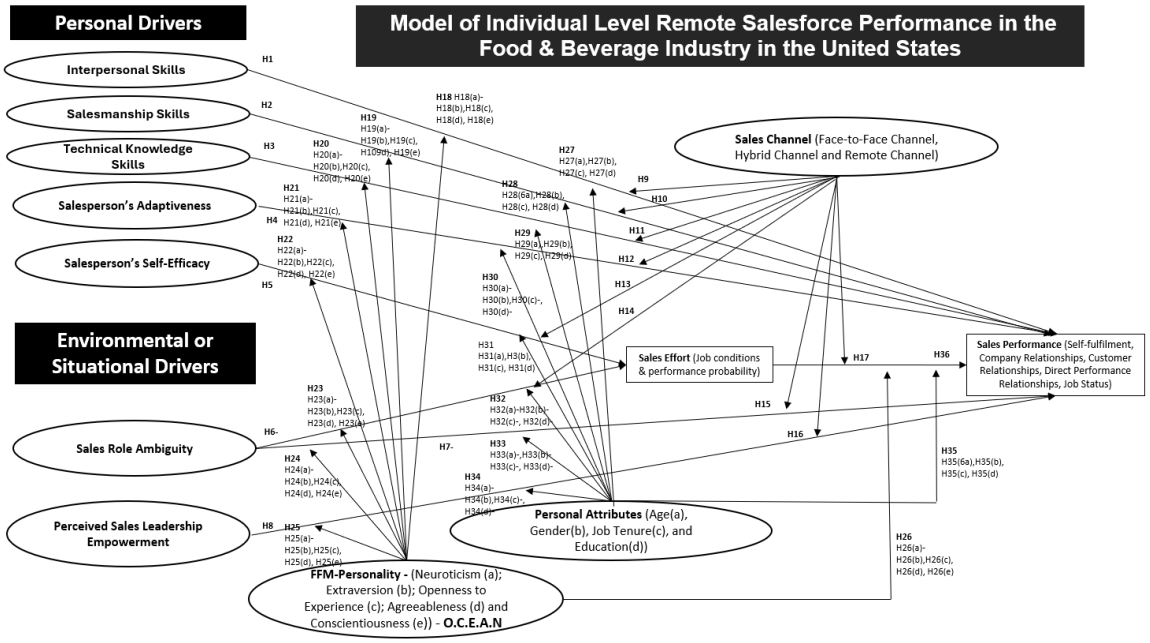
Construct	Definition
Dependent Variable	
Sales Performance (Instrumentality)	Sales performance is defined as "the total expected value to the organization of the discrete behavioral episodes that an individual carries out over a standard period" (Motowidlo, 2003). The key appreciation in this definition is that "performance is a property of behavior and it is an aggregated property of multiple, discrete behaviors that occur over some span of time" (Motowidlo, 2003). A second important idea is that "the property of behavior to which performance refers is its expected value to the organization" (Motowidlo, 2003). Thus, the performance construct by this definition is "a variable that distinguishes between sets of behaviors carried out by different individuals and between sets of behaviors carried out by the same individual at different times" (Motowidlo, 2003). Instrumentality is the belief that the reward the salesperson will receive depends on their performance (in the workplace).
Mediator	
Sales Effort (Expectancy)	Expectancy is a measure to quantify the degree of expectancy of a salesperson that his or her effort would lead to good performance. It is the degree of expectancy of the employee that his/her effort would lead to good performance knowing that "expectancy is a predictor of work motivation, effort expenditure, and job performance" (Reinharth & Wahba, 1975). Goal difficulty (or the difficulty level of your goal may influence the outcome you expect from your work) and control (or the level of control you feel you have over your performance can influence the efforts you make) affects expectancy.
Independent Variables	
Interpersonal Skills	Interpersonal skills include the Ability to express yourself nonverbally; the Ability in general speaking skills; Awareness and understanding of the nonverbal communications of others: Ability to control and regulate nonverbal displays of emotion: Ability to present yourself socially, possibly through acting: Ability to manipulate others to control the situation; Awareness and understanding the verbal communications of others.
Salesmanship Skills	Salesmanship skills includes the ability to prospect for customers; the ability to qualify prospects; the ability to open relationships with prospects; the ability to close the sale; the ability to present the sales messages and the ability to service the account.
Technical Knowledge Skills	Technical knowledge and includes the salesperson's knowledge of product features and benefits, engineering skills, and the procedures required by company policies (Walker, Churchill and Ford 1977; Donath, 1993; Smith and Owens 1995).
Sales Role Ambiguity	Role ambiguity (role conflict) is the "perceived lack of information to perform the job adequately and uncertainty about the expectations of different role set members" (Singh, 1998). Role ambiguity for salespersons thus relates to the perceived lack of information a salesperson needs to perform his or her role adequately (e.g., effort instrumentalities) and "his or her uncertainty about the expectations of different role set members" (Singh, 1998) and occurs when the salesperson is unclear of what is expected from him/her. Rizzo and Lirtzman (1970) contended that role ambiguity exists when an employee is not equipped with good understanding about their responsibilities and having little knowledge if what is expected pertaining to their job performance. As such, role ambiguity is commonly associated with employee work performance.
Perceived Sales Leadership Empowerment	Supervisory leadership includes "the extent of sales managers' monitoring, directing, evaluating, and rewarding activities" (Anderson and Oliver, 1987). Leadership empowerment is "the leadership style of sales team leaders (i.e., empowering behaviors) and team composition (i.e., team experience) that drives the behaviors that enables teams to orchestrate taskwork activities for goal accomplishment" (Marks, Mathieu, & Zacarro, 2001) and, thereby, helps determine the effectiveness of sales teams.

Table 1. Dependent Variable, Mediator, IVs

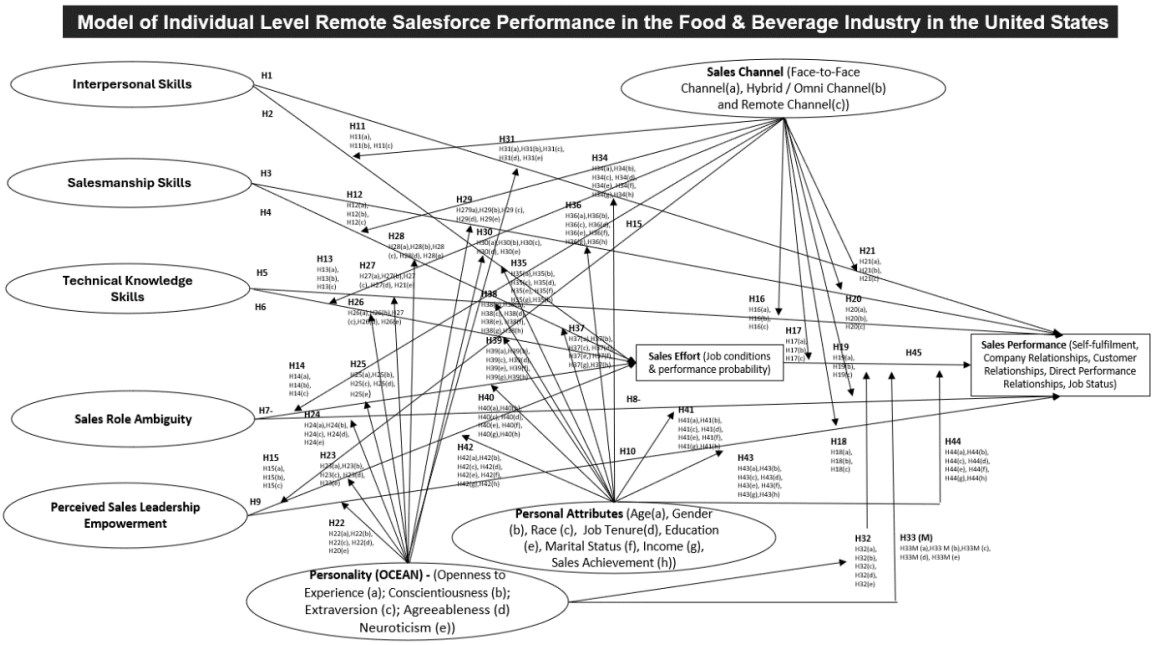
Moderators	
Personal Attributes	These are the "intra-individual factors" that might be related to salespeople's performance, but which are not part of the aptitude, skill level, motivation and role perceptions components (Churchill et al. 1985). Studies have included such factors as the salesperson's age, tenure, employment, height, sex, weight, race, appearance, education, marital status, number of dependents, club memberships, and other similar characteristics. It is the second largest category of associations, accounting for approximately 25% of all reported correlations (Churchill et al. 1985). than 12% of the variance in performance.
Age	The length of time during which a being or thing has existed; length of life or existence to the time spoken of or referred to.
Gender	Gender refers to the socially constructed roles, behaviours, expressions and identities of girls, women, boys, men, and gender diverse people.
Job Tenure	Job tenure is the measure of the length of time an employee has been employed by his/her current employer.
Level of Education	The level of education of someone refers to the highest educational degree they've obtained. It could be Ph.D., Master's, college, or even a lower degree.
Sales Channel	By sales channel, we mean a customer contact point, or a medium through which the firm and the customer interact. Our emphasis on the term interact reflects that we do not include one-way communications, such as television advertising, though we do include home shopping television networks and direct response advertising in mass media.
Face-to-Face Channel	This occurs where service production and delivery are made possible by a face-to-face encounter between the customer and the contact personnel.
Hybrid Channel	When markets are targeted by multiple distribution or sales channels (Webb, K. L., & Hogan, J. E., 2002);
Remote Channel	Remote channel can be defined as a 'means of communication using advanced telecommunications, information, and multimedia technologies' (Sousa & Voss,2006). In a remote channel members interact even though they are stationed in different locations. Interaction can occur in a number of ways: talking to each other over a speaker phone, teleconferencing via a TV monitor or computer screen or simply exchanging electronic mail messages (Barkhi, R., Jacob, V. S. F., & Pirkul, H., 1999).
Remote Salesperson	Remote salespersons and sales teams for this study are defined as "groups of geographically and/or organizationally dispersed coworkers that are assembled using a combination of telecommunications and information technologies to accomplish a variety of critical tasks" (Townsend, DeMarie, & Hendrickson, 1998);
Remote Selling	Remote selling is defined as the process of salespersons "situated in distant locations, collaborating using technology across space and time to accomplish important sales tasks" (Lipnack & Stamps, 2000) and selling remotely according to Kirkman and Mathieu (2005) is defined as "the extent to which team members utilize virtual tools to coordinate and execute team processes while taking into consideration the amount of informational value and virtual interaction provided by such communication tools".
Personality	Personality refers to the enduring characteristics and behavior that comprise a person's unique adjustment to life, including major traits, interests, drives, values, self-concept, abilities, and emotional patterns. The Big Five Factors serve as the dominant model of personality structure in trait psychology.
Neuroticism or Emotional Stability	This is the tendency toward anxiety, depression, self-doubt, and other negative feelings.
Introversion or Extraversion	Extraversion is characterized by breadth of activities (as opposed to depth), surgency from external activities/situations, and energy creation from external means. Extraverts enjoy interacting with people, and are often perceived as energetic. They tend to be enthusiastic and action-oriented. They possess high group visibility, like to talk, and assert themselves. Extraverts may appear more dominant in social settings, as opposed to introverts in that setting.
Intellect or Sophistication or Openness to Experience	Openness to Experience is a general appreciation for art, emotion, adventure, unusual ideas, imagination, curiosity, and variety of experience. People who are open to experience are intellectually curious, open to emotion, sensitive to beauty, and willing to try new things. They tend to be, when compared to closed people, more creative and more aware of their feelings. They are also more likely to hold unconventional beliefs.
Pleasantness or Agreeableness	Agreeableness is describes the level of friendliness, kindness, cooperativeness, and politeness a person reliably displays.
Conscientiousness or Dependability	Conscientiousness is a tendency to be self-disciplined, act dutifully, and strive for achievement against measures or outside expectations. It is related to people's level of impulse control, regulation, and direction. High conscientiousness is often perceived as being stubborn and focused. Low conscientiousness is associated with flexibility and spontaneity, but can also appear as sloppiness and lack of reliability. High conscientiousness indicates a preference for planned rather than spontaneous behavior.

Table 2. Moderators

Appendix 4a – Model of Salesforce Performance (pre-EFA)



Appendix 4b –Model of Salesforce Performance (post-EFA)



Appendix 5a - Survey Instrument (pre-EFA)

Start of Block: Consent and Prequalification

1. By clicking on the "consent to participate" button below I am providing my informed consent.
   - I consent
   - I do not consent

Skip To: End of Survey If ADULT ONLINE CONSENT TO PARTICIPATE IN A RESEARCH STUDY THIS IS A STUDY TO DETERMINE EFFECTIVE RE... = I do not consent

2. Are you 18 years of age or older?
- I am 18 years of age or older
- I am not 18 years of age or older

Skip To: End of Survey If Are you 18 years of age or older? = I am not 18 years of age or older

3. Do you work in a sales-related function in the food and beverage industry?
- Yes, I work in a sales or sales-related function in the food and beverage industry.
- No, I do not work in a sales or sales-related function in the food and beverage industry.

Skip To: End of Survey If Do you work in a sales or a sales-related function in the food and beverage industry? = No, I do not work in a sales or sales-related function in the food and beverage industry.

4. Do you live in the United States?
- No, I do not live in the United States
- Yes, I do live in the United States

Skip To: End of Survey If Do you live in the United States? = No, I do not live in the United States

Start of Block: Selling Skill - Interpersonal Skills

5. Rate your ability to express yourself nonverbally.
   - Far below average
   - Somewhat below average
   - Average
   - Somewhat above average
   - Far above average
6. Rate your ability in general speaking skills.
   - Far below average
   - Somewhat below average
   - Average
   - Somewhat above average
   - Far above average
7. Rate your awareness and understanding of the nonverbal communications of others.
   - Far below average

- Somewhat below average
- Average
- Somewhat above average
- Far above average

8. Rate your ability to control and regulate nonverbal displays of emotion.
    - Not effective at all
    - Slightly effective
    - Moderately effective
    - Very effective
    - Extremely effective
9. Rate your ability to present yourself socially, possibly through acting.
    - Not effective at all
    - Slightly effective
    - Moderately effective
    - Very effective
    - Extremely effective
10. Rate your ability to manipulate others to control the situation.
    - Not effective at all
    - Slightly effective
    - Moderately effective
    - Very effective
    - Extremely effective
11. Rate your awareness and understanding the verbal communications of others.
    - Far below average
    - Somewhat below average
    - Average
    - Somewhat above average
    - Far above average

Start of Block: Selling Skill - Salesmanship Skills

12. Rate your ability to prospect for customers.
    - Far below average
    - Somewhat below average
    - Average
    - Somewhat above average
    - Far above average
13. Rate your ability to qualify prospects.
    - Far below average
    - Somewhat below average
    - Average
    - Somewhat above average
    - Far above average
14. Rate your ability to open relationships with prospects.
    - Far below average

- Somewhat below average
- Average
- Somewhat above average
- Far above average

15. Rate your ability to close the sale.
    - Far below average
    - Somewhat below average
    - Average
    - Somewhat above average
    - Far above average
16. Rate your ability to present the sales message.
    - Far below average
    - Somewhat below average
    - Average
    - Somewhat above average
    - Far above average
17. Rate your ability to service the account.
    - Far below average
    - Somewhat below average
    - Average
    - Somewhat above average
    - Far above average

Start of Block: Selling Skill - Technical Sales Knowledge

18. What is your knowledge of your customers' markets and products?
    - Not knowledgeable at all
    - Slightly knowledgeable
    - Moderately knowledgeable
    - Very knowledgeable
    - Extremely knowledgeable
19. What is your knowledge of your own company's procedures?
    - Not knowledgeable at all
    - Slightly knowledgeable
    - Moderately knowledgeable
    - Very knowledgeable
    - Extremely knowledgeable
20. What is your knowledge of your competitors' products, services, and sales policies?
    - Not knowledgeable at all
    - Slightly knowledgeable
    - Moderately knowledgeable
    - Very knowledgeable
    - Extremely knowledgeable
21. What is your knowledge of your product line, including product features and benefits?

- Not knowledgeable at all
- Slightly knowledgeable
- Moderately knowledgeable
- Very knowledgeable
- Extremely knowledgeable

22. What is your knowledge of your customers' operations, such as store and shelf layout, and its employees training?
    - Not well at all
    - Slightly well
    - Moderately well
    - Very well
    - Extremely well
23. What is your imagination, resourcefulness and inventiveness in supplying products and services that meet the customers' needs?
    - Extremely bad
    - Somewhat bad
    - Neither good nor bad
    - Somewhat good
    - Extremely good

Start of Block: Self-Efficacy

24. Using the scale provided, indicate the answer that is best suited to answer the following statements.

	1- Strongly agree (1)	2 - Somewhat agree (2)	3 -Neither agree nor disagree (3)	4 -Somewhat disagree (4)	5 - Strongly disagree (5)
I am good at selling. (6)	❍	❍	❍	❍	❍
I can easily talk a reluctant customer into buying something. (7)	❍	❍	❍	❍	❍
I let many potential customers slip away. (8)	❍	❍	❍	❍	❍
I can sell anything I want to. (9)	❍	❍	❍	❍	❍
No matter who the customer is, I can sell him/her something. (10)	❍	❍	❍	❍	❍
Most people think I am a good salesperson. (11)	❍	❍	❍	❍	❍

Start of Block: Degree of Adaptiveness

25. Using the scale provided, indicate the answer that is best suited to answer the following statements.

	1- Strongly agree (1)	2 -Somewhat agree (2)	3 -Neither agree nor disagree (3)	4 -Somewhat disagree (4)	5- Strongly disagree (5)
When I feel that my sales approach is not working, I can easily change to another approach. (6)	○	○	○	○	○
I like to experiment with different sales approaches. (7)	○	○	○	○	○
I am very flexible in the selling approach I use. (8)	○	○	○	○	○
I can easily use a wide variety of selling approaches. (9)	○	○	○	○	○
I try to understand how one customer differs from another. (10)	○	○	○	○	○

Start of Block: Role Ambiguity

26. Using the scale provided, indicate the answer that is best suited to answer the following questions relating to you

	1- Extremely unclear (1)	2- Somewhat unclear (2)	3- Neither clear nor unclear (3)	4 - Somewhat clear (4)	5 - Extremely clear (5)
How clear are you about the limits of your authority in your present job? (6)	○	○	○	○	○
Do you feel you are always as clear as you would like to be about what you have to do in your job? (7)	○	○	○	○	○
Do you feel you are always as clear as you would like to be about how you are supposed to do things in your job? (8)	○	○	○	○	○
In general, how clearly defined are the policies and the various rules, procedures and regulations of the company that affect your job? (9)	○	○	○	○	○
In general, how clearly defined are the policies and the various rules, procedures and regulations of your department that affect your job? (10)	○	○	○	○	○

Start of Block: Leadership Empowerment

27. Using the scale provided, indicate the answer that is best suited to the describing your immediate supervisor.

	1 - Not at All (1)	2 - To a Slight Extent (2)	3 - To a Moderate Extent (3)	4 - To a Great Extent (4)	5 - To an Extremely Great Extent (5)
My supervisor allows me complete freedom in my work. (1)	○	○	○	○	○
My supervisor permits me to use my own judgment in solving problems. (2)	○	○	○	○	○
My supervisor encourages initiative with me. (3)	○	○	○	○	○
My supervisor lets me do my work the way I think best. (4)	○	○	○	○	○
My supervisor assigns tasks, then lets me handle them. (5)	○	○	○	○	○
My supervisor turns me loose on a job and lets me go to it. (6)	○	○	○	○	○
My supervisor allows me a high degree of initiative. (7)	○	○	○	○	○
My supervisor trusts me to exercise good judgment. (8)	○	○	○	○	○

Start of Block: Attention Check

28. On the following question please select SOMEWHAT AGREE as your answer.
    - Strongly disagree
    - Somewhat disagree
    - Neither agree nor disagree
    - SOMEWHAT AGREE
    - Strongly agree

Start of Block: Sales Effort (Expectancy)

29. Using the scale provided, indicate the answer that is best suited to the following statements regarding your job efforts.

	1- Strongly disagree (1)	2- Somewhat disagree (2)	3 - Neither agree nor disagree (3)	4- Somewhat agree (4)	5 - Strongly agree (5)
Doing things as well as I am capable results in high sales volume. (6)	❍	❍	❍	❍	❍
Doing things as well as I am capable results in completing my work on time. (7)	❍	❍	❍	❍	❍
Doing things as well as I am capable results in completing my work on time. (8)	❍	❍	❍	❍	❍
Putting forth as much energy as possible will result in completing my work on time. (9)	❍	❍	❍	❍	❍

30. Using the scale provided, indicate the answer that is best suited to the following statements regarding your sales efforts.

	1 -Not probable (6)	2 - Somewhat improbable (7)	3 - Neutral (8)	4 - Somewhat probable (9)	5 - Very probable (10)
What is the likelihood that increasing your sales efforts by 10% will result in increasing your sales by 10%? (1)	❍	❍	❍	❍	❍
What is the likelihood that increasing the time you spend trying to obtain new accounts by 10% will result in increasing the number of new accounts by 10%? (2)	❍	❍	❍	❍	❍
What is the likelihood that increasing the time you spend on selling activities by 10% will result in increasing your sales by 10%? (3)	❍	❍	❍	❍	❍

Start of Block: Sales Performance (Instrumentality)

31. Using the scale provided, indicate the likelihood (probability) that good job performance would lead to the following results for you.

	1 - Not probable (1)	2 - Somewhat improbable (2)	3 - Neutral (3)	4 - Somewhat probable (4)	5 - Very probable (5)
Increased feeling of self-esteem. (1)	O	O	O	O	O
Increased sense of accomplishment. (2)	O	O	O	O	O
Increase sense of achievement. (3)	O	O	O	O	O
I feel that I am making good use of my skills and abilities. (4)	O	O	O	O	O
A feeling of self-fulfillment. (5)	O	O	O	O	O
Fewer complaints from my customers. (6)	O	O	O	O	O
Receiving recognition for good performance from my customers. (7)	O	O	O	O	O
Increased opportunity to develop close friendships with my customers. (8)	O	O	O	O	O
Better working relationships with my customers. (9)	O	O	O	O	O
Increased Pay. (10)	O	O	O	O	O
Increased opportunity for influencing my supervisor's decisions. (11)	O	O	O	O	O
Obtaining a job offer from a customer. (12)	O	O	O	O	O
Receiving recognition for good performance from my supervisor. (13)	O	O	O	O	O
Increased personal prestige. (14)	O	O	O	O	O

Increased job security. (15)	❍	❍	❍	❍	❍
Increased responsibility in my job. (16)	❍	❍	❍	❍	❍
More authority in my job. (17)	❍	❍	❍	❍	❍

Start of Block: Sales Channel Type

32. The following question revolves around your favored choice of sales channel (e.g., face-to-face, hybrid (omnichannel). Indicate the percentage of time you use the indicated sales channel. Your percentages must total 100.

- How often do you use direct or face-to-face selling (in-person and field sales interactions) as your primary sales channel? _____
- How often do you use the remote selling sales channel (telephone, email, web chat, zoom, web conferences, social media and digital sales interactions) as your primary sales channel? _____
- How often do you use hybrid (omnichannel) sales channel or multiple sales channels (the combination of face-to-face and hybrid sales channel sales interactions) as your primary sales channel? _____
- Total: _____

Start of Block: Personality

33. Choose which of the two words best describes you.

	1 - The first word describes me best (1)	2 - The first word describes me somewhat (2)	3 - Neither word describes me (3)	4 - The second word describes me somewhat (4)	5 -The second word describes me best (5)
Introverted-Extraverted (1)	○	○	○	○	○
Unenergetic-Energetic (2)	○	○	○	○	○
Silent - Talkative (3)	○	○	○	○	○
Timid - Bold (4)	○	○	○	○	○
Inactive - Active (5)	○	○	○	○	○
Unassertive-Assertive (6)	○	○	○	○	○
Unadventurous-Adventurous (7)	○	○	○	○	○

34. Choose which of the two words best describes you.

	1 - The first word describes me best (1)	2 - The first word describes me somewhat (2)	3 - Neither word describes me (3)	4 - The second word describes me somewhat (4)	5 -The second word describes me best (5)
Cold - Warm (1)	❍	❍	❍	❍	❍
Unkind - Kind (2)	❍	❍	❍	❍	❍
Uncooperative - Cooperative (3)	❍	❍	❍	❍	❍
Selfish - Unselfish (4)	❍	❍	❍	❍	❍
Disagreeable - Agreeable (5)	❍	❍	❍	❍	❍
Distrustful - Trustful (6)	❍	❍	❍	❍	❍
Stingy - Generous (7)	❍	❍	❍	❍	❍

35. Choose which of the two words best describes you.

	1 - The first word describes me best (1)	2 - The first word describes me somewhat (2)	3 - Neither word describes me (3)	4 - The second word describes me somewhat (4)	5 -The second word describes me best (5)
Disorganized - Organized (1)	❍	❍	❍	❍	❍
Irresponsible - Responsible (2)	❍	❍	❍	❍	❍
Negligent - Conscientious (3)	❍	❍	❍	❍	❍
Impractical - Practical (4)	❍	❍	❍	❍	❍
Careless - Thorough (5)	❍	❍	❍	❍	❍
Lazy - Hardworking (6)	❍	❍	❍	❍	❍
Extravagant - Thrifty (7)	❍	❍	❍	❍	❍

36. Choose which of the two words best describes you.

	1 - The first word describes me best (1)	2 - The first word describes me somewhat (2)	3 - Neither word describes me (3)	4 - The second word describes me somewhat (4)	5 -The second word describes me best (5)
Angry - Calm (1)	❍	❍	❍	❍	❍
Tense - Relaxed (2)	❍	❍	❍	❍	❍
Nervous - At Ease (3)	❍	❍	❍	❍	❍
Envious - Not Envious (4)	❍	❍	❍	❍	❍
Unstable - Stable (5)	❍	❍	❍	❍	❍
Disconnected - Contented (6)	❍	❍	❍	❍	❍
Emotional - Unemotional (7)	❍	❍	❍	❍	❍

37. Choose which of the two words best describes you.

	1 - The first word describes me best (1)	2 - The first word describes me somewhat (2)	3 - Neither word describes me (3)	4 - The second word describes me somewhat (4)	5 -The second word describes me best (5)
Unintelligent - Intelligent (1)	❍	❍	❍	❍	❍
Unanalytical - Analytical (2)	❍	❍	❍	❍	❍
Unreflective - Reflective (3)	❍	❍	❍	❍	❍
Uninquisitive - Curious (4)	❍	❍	❍	❍	❍
Unimaginative - Imaginative (5)	❍	❍	❍	❍	❍
Uncreative - Creative (6)	❍	❍	❍	❍	❍
Unsophisticated - Sophisticated (7)	❍	❍	❍	❍	❍

Start of Block: Personal Attributes

38. What is your age?
    - 18-24 years old
    - 25-34 years old
    - 35-44 years old
    - 45-54 years old
    - 55-64 years old
    - 65-74 years old
    - More than 75 years old
39. How would you describe yourself?
    - American Indian or Alaska Native
    - Asian
    - Black or African American
    - Native Hawaiian or Other Pacific Islander
    - White
40. What is your Gender?
    - Male
    - Female
    - Non-binary / third gender
    - Prefer not to say

41. What is your marital status?
    - Single (never married)
    - Married, or in a domestic partnership

- Widowed
- Divorced

42. What is the highest degree or level of school you have completed? (If you're currently enrolled in school, please indicate the highest degree you have received.)
    - Less than a high school diploma
    - High school degree or equivalent (e.g., GED)
    - Some college, no degree
    - Associate degree (e.g., AA, AS)
    - Bachelor's degree (e.g., BA, BS)
    - Master's degree (e.g., MA, MS, MEd)
    - Professional degree (e.g., MD, DDS, DVM)
    - Doctorate (e.g., PhD, EdD)
43. What is your current employment status?
    - Employed full time (40 or more hours per week)
    - Employed part time (up to 39 hours per week)
    - Unemployed and currently looking for work
    - Unemployed and not currently looking for work
    - Student
    - Retired
    - Homemaker
    - Self-employed
44. What is your approx. annual income?
    - Less than $25,000
    - $25,000 to $49,999
    - $50,000 to $74,999
    - $75,000 to $79,999
    - $100,000 to $124,999
    - Over $125,000
45. How often do you achieve your sales quota and goals?
    - Never
    - Sometimes
    - About half the time
    - Most of the time
    - Always

Appendix 5b – EFA

The results of the KMO and Bartlett's Test and the Rotated Component Matrix are shown below:

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin		0.594
Bartlett's Test of Sphericity	Approx. Chi-Square	605.281
	df	210
	Sig.	0.000

Table 1. KMO and Bartlett's Test

Rotated Component Matrix[a]								
	Component							
	1	2	3	4	5	6	7	8
INTERPER_2		0.812						
INTERPER_5		0.873						
SALESMAN_3		0.810						
SALESMAN_4		0.744						
TECHNICAL_1	0.775							
TECHNICAL_4	0.816							
TECHNICAL_5	0.664							
TECHNICAL_6	0.840							
ROLEAM_3							0.611	
ROLEAM_2							0.723	
ROLEAM_4						0.897		
ROLEAM_5						0.765		
LEADEMP_1					0.917			
LEADEMP_6					0.696			
LEADEMP_7					0.804			
SALESEFF_2				0.884				
SALESEFF_3				0.902				
SALESEFF_4				0.644				
SALESEFF2_1			0.899					
SALESEFF2_2			0.843					
SALESEFF2_3			0.917					
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.[a]								
a. Rotation converged in 7 iterations.								

Table 2. Rotated Component Matrix

Appendix 5c - Survey Instrument (post-EFA) – SPIERS scale (FINAL)

By clicking on the "consent to participate" button below I am providing my informed consent.

- ❍ I consent (1)
- ❍ I do not consent (2)

Skip To: End of Survey If ADULT ONLINE CONSENT TO PARTICIPATE IN A RESEARCH STUDY THIS IS A STUDY TO DETERMINE EFFECTIVE RE... = I do not consent

AGE

Are you 18 years of age or older?

- ❍ I am 18 years of age or older (1)
- ❍ I am not 18 years of age or older (2)

Skip To: End of Survey If Are you 18 years of age or older? = I am not 18 years of age or older

F&B

Do you work in a sales or a sales related function in the food and beverage industry?

- ❍ Yes, I work in a sales or sales-related function in the food and beverage industry. (1)
- ❍ No, I do not work in a sales or sales-related function in the food and beverage industry. (2)

Skip To: End of Survey If Do you work in a sales or a sales-related function in the food and beverage industry? = No, I do not work in a sales or sales-related function in the food and beverage industry.

USA

Do you live in the United States?

- ❍ No, I do not live in the United States (1)
- ❍ Yes, I do live in the United States (2)

Skip To: End of Survey If Do you live in the United States? = No, I do not live in the United States

INTERPERSONAL SELLING SKILLS

Rate yourself on each of the following statements using the scale provided:

	Far Below Average (2)	Somewh at Below Average (3)	Average (4)	Somewh at Above Average (5)	Far Above Average (6)
Your ability in general speaking skills (2)	❍	❍	❍	❍	❍
Your ability to present yourself socially, possibly through acting (5)	❍	❍	❍	❍	❍

SALESMANSHIP SELLING SKILLS

Rate yourself on each of the following statements using the scale provided:

	Far Below Average (2)	Somewh at Below Average (3)	Average (4)	Somewh at Above Average (5)	Far Above Average (6)
Your ability to open relationships with prospects (3)	❍	❍	❍	❍	❍
Your ability to close the sale (4)	❍	❍	❍	❍	❍

TECHNICAL SELLING SKILLS

Rate yourself on each of the following statements using the scale provided:

	Not knowledgeable at all (2)	Slightly knowledgeable (3)	Moderately knowledgeable (4)	Very knowledgeable (5)	Extremely knowledgeable (6)
Your knowledge of your customers' markets and products (1)	❍	❍	❍	❍	❍
Your knowledge of your product line, including product features and benefits (4)	❍	❍	❍	❍	❍
Your knowledge of your customers' operations, such as store and shelf layout, and its employees training (5)	❍	❍	❍	❍	❍
Your knowledge, imagination, resourcefulness and inventiveness in supplying products and services that meet the customers' needs (6)	❍	❍	❍	❍	❍

ROLE AMBIGUITY

Using the scale provided, indicate the answer that is best suited to the describing your immediate supervisor:

	1- Extremely unclear (1)	2- Somewhat unclear (2)	3- Neither clear nor unclear (3)	4 - Somewhat clear (4)	5 - Extremely clear (5)
Do you feel you are always as clear as you would like to be about how you are supposed to do things in your job? (8)	❍	❍	❍	❍	❍
Do you feel you are always as clear as you would like to be about what you have to do in your job? (7)	❍	❍	❍	❍	❍
In general, how clearly defined are the policies and the various rules, procedures and regulations of the company that affect your job? (9)	❍	❍	❍	❍	❍
In general, how clearly defined are the policies and the various rules, procedures and regulations of your department that affect your job? (10)	❍	❍	❍	❍	❍

PERCEIVIED LEADERSHIP EMPOWERMENT

Using the scale provided, indicate the answer that is best suited to the describing your immediate supervisor:

	1 - Not at All (1)	2 - To a Slight Extent (2)	3 - To a Moderate Extent (3)	4 - To a Great Extent (4)	5 - To an Extremely Great Extent (5)
My supervisor allows me complete freedom in my work. (1)	❍	❍	❍	❍	❍
My supervisor turns me loose on a job and lets me go to it. (6)	❍	❍	❍	❍	❍
My supervisor allows me a high degree of initiative. (7)	❍	❍	❍	❍	❍

ATTENTION CHECK QUESTION

On the following question please select SOMEWHAT AGREE as your answer.

- ❍ Strongly disagree (6)
- ❍ Somewhat disagree (7)
- ❍ Neither agree nor disagree (8)
- ❍ SOMEWHAT AGREE (9)
- ❍ Strongly agree (10)

SALES EFFORT

Using the scale provided, indicate the answer that is best suited to the following statements regarding your job efforts.

	1- Strongly disagree (1)	2- Somewhat disagree (2)	3 - Neither agree nor disagree (3)	4- Somewhat agree (4)	5 - Strongly agree (5)
Doing things as well as I am capable results in completing my work on time. (7)	❍	❍	❍	❍	❍
Doing things as well as I am capable results in completing my work on time. (8)	❍	❍	❍	❍	❍
Putting forth as much energy as possible will result in completing my work on time. (9)	❍	❍	❍	❍	❍

SALES EFFORT (2)

Using the scale provided, indicate the answer that is best suited to the following statements regarding your sales efforts.

	1 -Not probable (6)	2 - Somewhat improbable (7)	3 - Neutral (8)	4 - Somewhat probable (9)	5 - Very probable (10)
What is the likelihood that increasing your sales efforts by 10% will result in increasing your sales by 10%? (1)	❍	❍	❍	❍	❍
What is the likelihood that increasing the time you spend trying to obtain new accounts by 10% will result in increasing the number of new accounts by 10%? (2)	❍	❍	❍	❍	❍
What is the likelihood that increasing the time you spend on selling activities by 10% will result in increasing your sales by 10%? (3)	❍	❍	❍	❍	❍

	1 -Not probable (6)	2 - Somewhat improbable (7)	3 - Neutral (8)	4 - Somewhat probable (9)	5 - Very probable (10)
What is the likelihood that increasing your sales efforts by 10% will result in increasing your sales by 10%? (1)	❍	❍	❍	❍	❍
What is the likelihood that increasing the time you spend trying to obtain new accounts by 10% will result in increasing the number of new accounts by 10%? (2)	❍	❍	❍	❍	❍
What is the likelihood that increasing the time you spend on selling activities by 10% will result in increasing your sales by 10%? (3)	❍	❍	❍	❍	❍
	1 - Not probable (1)	2 - Somewhat improbable (2)	3 - Neutral (3)	4 - Somewhat probable (4)	5 - Very probable (5)
Increased feeling of self-esteem. (1)	❍	❍	❍	❍	❍
Increased sense of accomplishment. (2)	❍	❍	❍	❍	❍
Increase sense of achievement. (3)	❍	❍	❍	❍	❍
I feel that I am making good use of my skills and abilities. (4)	❍	❍	❍	❍	❍
A feeling of self-fulfillment. (5)	❍	❍	❍	❍	❍
Fewer complaints from my customers. (6)	❍	❍	❍	❍	❍
Receiving recognition for good performance from my customers. (7)	❍	❍	❍	❍	❍
Increased opportunity to develop close friendships with my customers. (8)	❍	❍	❍	❍	❍
Better working relationships with my customers. (9)	❍	❍	❍	❍	❍
Increased Pay. (10)	❍	❍	❍	❍	❍
Increased opportunity for influencing my supervisor's decisions. (11)	❍	❍	❍	❍	❍
Obtaining a job offer from a customer. (12)	❍	❍	❍	❍	❍
Receiving recognition for good performance from my supervisor. (13)	❍	❍	❍	❍	❍
Increased personal prestige. (14)	❍	❍	❍	❍	❍
Increased job security. (15)	❍	❍	❍	❍	❍
Increased responsibility in my job. (16)	❍	❍	❍	❍	❍
More authority in my job. (17)	❍	❍	❍	❍	❍

SALES CHANNEL

The following question revolves around your favored choice of sales channel (e.g., face-to-face, hybrid (omnichannel). Indicate the percentage of time you use the indicated sales channel. Your percentages must total 100.

How often do you use direct or face-to-face selling (in-person and field sales interactions) as your primary sales channel? _____% (1)

How often do you use the remote selling sales channel (telephone, email, web chat, zoom, web conferences, social media and digital sales interactions) as your primary sales channel? _____ % (2)

How often do you use hybrid (omnichannel) sales channel or multiple sales channels (the combination of face-to-face and hybrid sales channel sales interactions) as your primary sales channel? _____ % (3)

Total: _____ % (Your percentages must total 100)

PERSONALITY – Introversion or Extraversion

From the scale provided choose which of the two words best describes you:

	1 - The first word describes me best (1)	2 - The first word describes me somewhat (2)	3 - Neither word describes me (3)	4 - The second word describes me somewhat (4)	5 -The second word describes me best (5)
Introverted - Extraverted (1)	❍	❍	❍	❍	❍
Unenergetic - Energetic (2)	❍	❍	❍	❍	❍
Silent - Talkative (3)	❍	❍	❍	❍	❍
Timid - Bold (4)	❍	❍	❍	❍	❍
Inactive - Active (5)	❍	❍	❍	❍	❍
Unassertive - Assertive (6)	❍	❍	❍	❍	❍
Unadventurous - Adventurous (7)	❍	❍	❍	❍	❍

PERSONALITY – Pleasantness or Agreeableness

From the scale provided choose which of the two words best describes you:

	1 - The first word describes me best (1)	2 - The first word describes me somewhat (2)	3 - Neither word describes me (3)	4 - The second word describes me somewhat (4)	5 -The second word describes me best (5)
Cold - Warm (1)	❍	❍	❍	❍	❍
Unkind - Kind (2)	❍	❍	❍	❍	❍
Uncooperative - Cooperative (3)	❍	❍	❍	❍	❍
Selfish - Unselfish (4)	❍	❍	❍	❍	❍
Disagreeable - Agreeable (5)	❍	❍	❍	❍	❍
Distrustful - Trustful (6)	❍	❍	❍	❍	❍
Stingy - Generous (7)	❍	❍	❍	❍	❍

PERSONALITY – Conscientiousness or Dependability

From the scale provided choose which of the two words best describes you:

	1 - The first word describes me best (1)	2 - The first word describes me somewhat (2)	3 - Neither word describes me (3)	4 - The second word describes me somewhat (4)	5 -The second word describes me best (5)
Disorganized - Organized (1)	❍	❍	❍	❍	❍
Irresponsible - Responsible (2)	❍	❍	❍	❍	❍
Negligent - Conscientious (3)	❍	❍	❍	❍	❍
Impractical - Practical (4)	❍	❍	❍	❍	❍
Careless - Thorough (5)	❍	❍	❍	❍	❍
Lazy - Hardworking (6)	❍	❍	❍	❍	❍
Extravagant - Thrifty (7)	❍	❍	❍	❍	❍

PERSONALITY – Neuroticism or Emotional Stability

From the scale provided choose which of the two words best describes you:

	1 - The first word describes me best (1)	2 - The first word describes me somewhat (2)	3 - Neither word describes me (3)	4 - The second word describes me somewhat (4)	5 -The second word describes me best (5)
Angry - Calm (1)	❍	❍	❍	❍	❍
Tense - Relaxed (2)	❍	❍	❍	❍	❍
Nervous - At Ease (3)	❍	❍	❍	❍	❍
Envious - Not Envious (4)	❍	❍	❍	❍	❍
Unstable - Stable (5)	❍	❍	❍	❍	❍
Disconnected - Contented (6)	❍	❍	❍	❍	❍
Emotional - Unemotional (7)	❍	❍	❍	❍	❍

PERSONALITY – Intellect or Sophistication or Openness to Experience

From the scale provided choose which of the two words best describes you:

	1 - The first word describes me best (1)	2 - The first word describes me somewhat (2)	3 - Neither word describes me (3)	4 - The second word describes me somewhat (4)	5 -The second word describes me best (5)
Unintelligent -Intelligent (1)	❍	❍	❍	❍	❍
Unanalytical - Analytical (2)	❍	❍	❍	❍	❍
Unreflective - Reflective (3)	❍	❍	❍	❍	❍
Uninquisitive - Curious (4)	❍	❍	❍	❍	❍
Unimaginative - Imaginative (5)	❍	❍	❍	❍	❍
Uncreative -Creative (6)	❍	❍	❍	❍	❍
Unsophisticated - Sophisticated (7)	❍	❍	❍	❍	❍

DEMOGRAPHICS

What is your age?

- 18-24 years old (1)
- 25-34 years old (2)
- 35-44 years old (3)
- 45-54 years old (4)
- 55-64 years old (5)
- 65-74 years old (6)
- More than 75 years old (7)

How would you describe yourself?

- American Indian or Alaska Native (1)
- Asian (2)
- Black or African American (3)
- Native Hawaiian or Other Pacific Islander (4)
- White (5)

What is your Gender?

- Male (1)
- Female (2)
- Non-binary / third gender (3)
- Prefer not to say (4) DEM4 What is your marital status?
- Single (never married) (2)
- Married, or in a domestic partnership (3)
- Widowed (4)
- Divorced (5)

What is the highest degree or level of school you have completed? (If you're currently enrolled in school, please indicate the highest degree you have received.)

- Less than a high school diploma (1)
- High school degree or equivalent (e.g., GED) (2)
- Some college, no degree (3)
- Associate degree (e.g., AA, AS) (4)
- Bachelor's degree (e.g., BA, BS) (5)
- Master's degree (e.g., MA, MS, MEd) (6)

- ❍ Professional degree (e.g., MD, DDS, DVM) (7)
- ❍ Doctorate (e.g., PhD, EdD) (8)

What is your current employment status?

- ❍ Employed full time (40 or more hours per week) (1)
- ❍ Employed part time (up to 39 hours per week) (2)
- ❍ Unemployed and currently looking for work (3)
- ❍ Unemployed and not currently looking for work (4)
- ❍ Student (5)
- ❍ Retired (6)
- ❍ Homemaker (7)
- ❍ Self-employed (8)

What is your approx. annual income?

- ❍ Less than $25,000 (1)
- ❍ $25,000 to $49,999 (2)
- ❍ $50,000 to $74,999 (3)
- ❍ $75,000 to $99,999 (4)
- ❍ $100,000 to $124,999 (5)
- ❍ Over $125,000 (6)

How often do you achieve your sales quota and goals?

- ❍ Never (1)
- ❍ Sometimes (2)
- ❍ About half the time (3)
- ❍ Most of the time (4)
- ❍ Always (5)

Appendix 6 – Pilot Study Descriptive Statistics

Statistics									
		AGE	RACE	GEND	MARI	EDUCA	EMPLO	INCOM	QUOTA
N	Valid	39	39	39	39	39	39	39	39
	Missing	0	0	0	0	0	0	0	0
Std. Deviation		1.367	1.213	0.493	0.955	1.05	1.48	1.314	0.767
Variance		1.868	1.471	0.243	0.912	1.103	2.19	1.726	0.588

Table 6a. Pilot Statistics - Statistics

Descriptive Statistics						
	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
AGE	39	1	7	2.97	0.219	1.367
RACE	39	1	5	4.28	0.194	1.213
GENDER	39	1	2	1.38	0.079	0.493
MARITAL	39	2	5	2.67	0.153	0.955
EDUCA	39	2	6	4.05	0.168	1.05
EMPLOY	39	1	8	1.62	0.237	1.48
INCOME	39	1	6	2.9	0.21	1.314
QUOTAACH	39	2	5	3.79	0.123	0.767
Valid N (listwise)	39					

Table 6b. Pilot Statistics - Descriptive Statistics

AGE					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-24	3	7.7	7.7	7.7
	25-34	14	35.9	35.9	43.6
	35-44	12	30.8	30.8	74.4
	45-54	4	10.3	10.3	84.6
	55-64	4	10.3	10.3	94.9
	65-74	1	2.6	2.6	97.4
	75+	1	2.6	2.6	100
	Total	39	100	100	

Table 6c. Pilot Statistics - Age

RACE					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	American Indian	1	2.6	2.6	2.6
	Asian	4	10.3	10.3	12.8
	African American	6	15.4	15.4	28.2
	White	28	71.8	71.8	100
	Total	39	100	100	

Table 6d. Pilot Statistics – Race

GENDER					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	24	61.5	61.5	61.5
	Female	15	38.5	38.5	100
	Total	39	100	100	

Table 6e. Pilot Statistics - Gender

MARITAL STATUS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	22	56.4	56.4	56.4
	Married	12	30.8	30.8	87.2
	Widowed	1	2.6	2.6	89.7
	Divorced	4	10.3	10.3	100
	Total	39	100	100	

Table 6f. Pilot Statistics – Marital Status

EDUCATION					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< HS	1	2.6	2.6	2.6
	HS	16	41	41	43.6
	Some College	3	7.7	7.7	51.3
	BA	18	46.2	46.2	97.4
	MA	1	2.6	2.6	100
	Total	39	100	100	

Table 6g. Pilot Statistics - Education

EMPLOYMENT					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full time	27	69.2	69.2	69.2
	Part time	9	23.1	23.1	92.3
	Unemployed	1	2.6	2.6	94.9
	Homemaker	1	2.6	2.6	97.4
	Self-employed	1	2.6	2.6	100
	Total	39	100	100	

Table 6h. Pilot Statistics – Employment

INCOME					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< $25k	4	10.3	10.3	10.3
	25-49	13	33.3	33.3	43.6
	50-74	13	33.3	33.3	76.9
	75-99	3	7.7	7.7	84.6
	100-124	4	10.3	10.3	94.9
	>125	2	5.1	5.1	100
	Total	39	100	100	

Table 6i. Pilot Statistics – Income

QUOTA ACHIEVEMENT					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	3	7.7	7.7	7.7
	About ½ the time	7	17.9	17.9	25.6
	Most of the time	24	61.5	61.5	87.2
	Always	5	12.8	12.8	100
	Total	39	100	100	

Table 6j. Pilot Statistics – Quota Achievement

Appendix 7 – Hypotheses (Supported)

	Coefficients[a]							
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		
Hypothesis	B	Std. Error	Beta			Lower Bound	Upper Bound	Supported/ Unsupported
H1	0.251	0.04	0.323	6.248	<.001	0.172	0.33	Supported
H2	0.217	0.045	0.254	4.811	<.001	0.128	0.306	Supported
H3	0.363	0.036	0.484	10.12	<.001	0.292	0.433	Supported
H4	0.355	0.041	0.43	8.71	<.001	0.275	0.435	Supported
H5	0.284	0.044	0.333	6.472	<.001	0.198	0.37	Supported
H6	0.207	0.05	0.221	4.148	<.001	0.109	0.306	Supported
H7	0.427	0.045	0.458	9.421	<.001	0.338	0.516	Supported
H8	0.391	0.041	0.462	9.539	<.001	0.311	0.472	Supported
H9	0.186	0.032	0.3	5.75	<.001	0.122	0.25	Supported
H10	0.177	0.029	0.315	6.069	<.001	0.12	0.235	Supported

	Coefficients[a]							
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		
Hypothesis	B	Std. Error	Beta			Lower Bound	Upper Bound	Supported/ Unsupported
H16 a	0.003	0.001	0.866	2.528	0.012	0.001	0.005	Supported
H16 b	0.003	0.001	0.631	2.276	0.023	0	0.005	Supported
H16 c	0.004	0.001	0.748	3.366	<.001	0.002	0.006	Supported
H17 a	0.002	0.001	0.74	1.999	0.046	0	0.004	Supported
H17 b	0.002	0.001	0.563	1.885	0.06	0	0.004	Supported
H17 c	0.002	0.001	0.644	2.577	0.01	0.001	0.004	Supported
H20 c	0.003	0.001	0.632	2.086	0.038	0	0.006	Supported
H21 a	0.003	0.001	0.866	2.61	0.009	0.001	0.005	Supported
H21 b	0.002	0.001	0.617	2.251	0.025	0	0.005	Supported
H21 c	0.004	0.001	0.741	3.301	0.001	0.001	0.006	Supported

	Coefficients[a]							
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		
Hypothesis	B	Std. Error	Beta			Lower Bound	Upper Bound	Supported/ Unsupported
H22 b	0.064	0.013	0.584	4.761	<.001	0.037	0.09	Supported
H22 e	0.03	0.015	0.274	2.063	0.04	0.001	0.059	Supported
H23 d	0.049	0.015	0.401	3.279	0.001	0.02	0.078	Supported
H23 e	0.043	0.017	0.349	2.455	0.015	0.008	0.077	Supported
H24 a	0.038	0.009	0.308	4.346	<.001	0.021	0.056	Supported
H24 b	0.054	0.012	0.431	4.657	<.001	0.031	0.077	Supported
H25 a	0.029	0.01	0.207	2.749	0.006	0.008	0.049	Supported
H25 e	0.033	0.015	0.223	2.274	0.024	0.004	0.062	Supported
H26 d	0.038	0.012	0.295	3.296	0.001	0.015	0.061	Supported
H26 e	0.035	0.014	0.246	2.554	0.011	0.008	0.061	Supported
H27 a	0.026	0.008	0.231	3.117	0.002	0.009	0.042	Supported
H27 b	0.052	0.011	0.422	4.901	0.002	0.031	0.073	Supported
H28 d	0.026	0.011	0.229	2.316	0.021	0.004	0.048	Supported
H28 e	0.029	0.013	0.224	2.186	0.03	0.003	0.055	Supported
H29 b	0.049	0.01	0.436	4.783	<.001	0.029	0.069	Supported
H30 d	0.037	0.011	0.31	3.459	<.001	0.016	0.058	Supported
H30 e	0.03	0.013	0.234	2.38	0.018	0.005	0.055	Supported
H31 a	0.026	0.008	0.252	3.075	0.002	0.009	0.042	Supported
H31 b	0.049	0.01	0.43	4.793	<.001	0.029	0.069	Supported
H32 a	0.016	0.006	0.18	2.863	0.004	0.005	0.028	Supported
H32 b	0.037	0.007	0.368	5.086	<.001	0.023	0.052	Supported
H33 a	0.115	0.037	0.159	3.152	0.002	0.043	0.187	Supported
H33 b	0.236	0.047	0.273	5.025	<.001	0.143	0.328	Supported

	Coefficients[a]							
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		
Hypothesis	B	Std. Error	Beta			Lower Bound	Upper Bound	Supported/ Unsupported
H34 g	0.057	0.024	0.141	2.399	0.017	0.01	0.104	Supported
H34 h	0.138	0.04	0.176	3.412	<.001	0.058	0.217	Supported
H35 b	-0.067	0.031	-0.112	-2.163	0.031	-0.129	-0.006	Supported
H35 h	0.166	0.045	0.193	3.672	<.001	0.077	0.255	Supported
H36 g	0.047	0.022	0.117	2.108	0.036	0.003	0.091	Supported
H36 h	0.088	0.039	0.113	2.288	0.023	0.012	0.164	Supported
H37 h	0.116	0.044	0.134	2.638	0.009	0.029	0.202	Supported
H38 g	0.066	0.024	0.163	2.763	0.006	0.019	0.113	Supported
H38 h	0.117	0.041	0.149	2.823	0.005	0.035	0.198	Supported
H39 d	0.082	0.042	0.113	1.973	0.049	0	0.164	Supported
H39 h	0.161	0.047	0.187	3.446	<.001	0.069	0.253	Supported
H40 h	0.072	0.045	0.084	1.604	0.11	-0.016	0.16	Supported
H41 g	0.06	0.023	0.148	2.656	0.008	0.016	0.105	Supported
H42 d	0.085	0.041	0.116	2.074	0.039	0.004	0.165	Supported
H42 h	0.161	0.045	0.187	3.588	<.001	0.073	0.249	Supported
H43 g	0.05	0.024	0.124	2.075	0.039	0.003	0.097	Supported
H43 h	0.142	0.041	0.182	3.497	<.001	0.062	0.222	Supported
H44 c	0.085	0.047	0.085	1.817	0.07	-0.007	0.177	Supported
H44 g	0.06	0.022	0.148	2.763	0.006	0.017	0.102	Supported
H44 h	0.089	0.037	0.114	2.409	0.017	0.016	0.162	Supported

	Coefficients[a]							
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		
Hypothesis	B	Std. Error	Beta			Lower Bound	Upper Bound	Supported/ Unsupported
H45	0.479	0.042	0.528	11.385	<.001	0.397	0.562	Supported

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PUBLICATIONS AND PRESENTATIONS

The Fall 2023 International Conference Academy of Business Research Conference, Biloxi, Mississippi, USA, November 15 - November 17, 2023. *A Revelatory Case Study – A Latté Challenges: Strategic Adjustments amongst a Global Pandemic, Local Shutdown Orders, and Fiscal Pressures*

The 13th Annual Engaged Management Scholarship Conference Doctoral Consortium - Reimagining the Future of Business through Engaged Management Scholarship, Haskayne School of Business, University of Calgary, Alberta, Calgary, Canada,

September 7 - September 9, 2023. *Determining Effective Remote Salesforce Performance: A study of Virtual Selling in the United States*

Spiers, S., Gundala, R. R., & Singh, M. (2014). *Culture and Consumer Behavior: A Study of Trinidad & Tobago and Jamaica*. International Journal of Marketing Studies, 6(4), 92.