EXAMINING THE RELATIONSHIP BETWEEN PERSONAL TIME MANAGEMENT AND INDUSTRIAL SALES REPRESENTATIVE PERFORMANCE

by

Donald Brian Wilson

A Dissertation Presented in Partial Fulfillment

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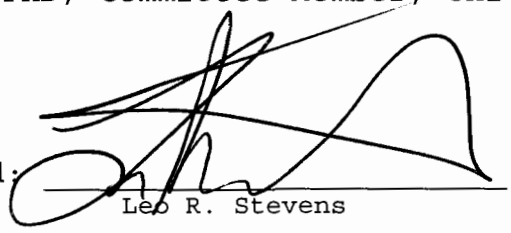
Accepted and Signed:  09/14/2009

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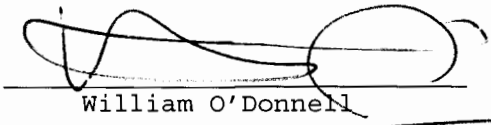
Accepted and Signed:  09/14/2009

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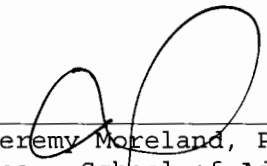 10/26/2009

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ABSTRACT

Business environments are becoming increasingly competitive. The problem faced by sales managers is the lack of research to support the use of time management tools and practices for increased sales efficiency. The sales representative's use of time management practices may yield competitive sales advantages through increased efficiency and effectiveness. Personal time management, demonstrated behaviors intended to deliver the highest personal efficiency and use of available time, control an individual's valuable time resource (Blair, 2007). Participants studied are industrial electrical supply sales representatives located in Alberta, Canada. This quantitative study contains results indicating a strong correlation between personal time management and sales performance. These findings will assist business leaders, sales managers, and sales representatives in adopting and tuning specific behaviors for efficient and successful sales practices.

DEDICATION

For Elaine Doreen Wilson. You started it!

ACKNOWLEDGEMENTS

Thanks to my wife, Debra, for her enduring support least of which was the flexibility of our time for my completion of this effort.

Thanks to the best mentor one could hope to work with, Dr. Leo Stevens; for his guidance in the correct road to take.

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CHAPTER 1: INTRODUCTION

For sales executives who share an interest in increasing sales performance, hundreds of articles list sales and sales performance theories. Over 100 articles examined regarding sales and marketing practices revealed that sales leaders have the daunting task of deciding which methods to use in optimizing sales efforts. A suggested improvement could be the increased productivity in managing time. Management of priorities and time were practices used to enhance sales and sales management (Chang & Duck 2003; Steward, 2004). A single observation but indication of the topic long observed, Carnegie (1936) claimed that an increase of productivity for one client achieved by understanding the day's priorities and acting congruently. While the claim lacked empirical evidence, the question found in Carnegie's example was whether or not time management should have been a primary skill that sales professionals should consider developing.

The development of the individual's organizational skills and efficiency enhances sales competency (Zhong, 2001). Companies that provide personal time management training considered the results of their services to be a key component to individual efficiency (Blair, 2007; Wilson, 2002). No other research was found that included a

measurement of the relationship between time management skills and sales representative efficacy. The current research explores the strength of this relationship through the study of sales representatives in Alberta, Canada, who were involved in industrial electrical equipment sales.

A discussion of the background of the topic included the details of the topic's importance with respect to the study of sales, leadership, and management. The specific problem was defined to assist in understanding the benefit to both present and future sales practitioners. Chapter 1 contains a brief discussion of the research design and method, with a more detailed discussion in chapter 3.

This chapter contains a description of the population and research method and the key variables. The chapter states the hypothesis and research question, and the null and alternative hypotheses. The chapter also identifies the research model along with the respective relationship to research. Definitions, assumptions, and limitations complete the chapter.

Background of the Study

Advancing technology and increasing global competition created new challenges for multi-national corporations (Ahearne, Srinivasan, & Weinstein, 2004; Franzi, 2003; Jayaraman, 1993; Smith, 2004). Multinational corporations

competed in environments whereby improvements in sales practices and efficiency helped retain the business already established and increase market share (Blair, 2007; Hunter, 1999). This dynamic environment required an understanding of sales and marketing efforts and the adjustments needed to maintain and grow the customer base that was valuable to the well-being of the global business (Gonzalez, 2001; Smith, 2004; Swanson, 2003).

Researchers attempted to assess unresolved relationships surrounding sales representatives and their effectiveness with varied results (Gonzales, 2003; McLaughlin, 2001; Spaulding, 2002; Zhong, 2001). The research question was frequently the same, whereby a measure of sales effectiveness included only an isolated factor or dimension examined against the ability to increase sales. Corporate leaders must understand the requirement of increasing revenue using reduced resources, which directly related to organizational effectiveness and, more specifically, efficiency (Smith, 2004). As leaders sought efficient means to increase revenue, industry leaders who rely on personal sales representatives had choices in ways to increase the team's effectiveness (Smith). With greater than 100 studies researched in the area of sales effectiveness, no single best practice

addressed the simple goal of increased sales.

Various researchers examined over 20 dimensions relative to selling ability and performance. Commonly found comparisons included personality traits, education, and the skill of the sales individual (see Appendix A). Other relationships examined in the area of sales performance include psychometrics, personal habits, and personal skills. The exhaustive search for time management links to sales and the examination of the body of knowledge linked to sales performance resulted from a study of the literature. The personal traits studied included emotional intelligence (Bryant, 2005; Chipain, 2003; Deeter-Schmelz & Sojka, 2003), perceptions (Lambert, Marmorstein, & Sharma, 1990; Wilson, Strutton, & Farris, 2002), and personality (Hamer, 2001; Porter, 1994). The presence of these characteristics suggested a link between sales performance and individual behavior. Zhong (2001) asserted that further research be conducted to improve the knowledge of sales representative traits and respective performance. Results from a search of sales representative personal time management skills and the resulting sales performance revealed sparse findings.

Problem Statement

Continued changes occur that increase the level of required organizational efficiency (Jayaraman & Tate, 1993; Mitroff & Mohrman, 1987; Reddy, 2000; Schaffner, 2007; Spivey & Thomas, 1990). Such changes include market globalization, communication improvements, e-commerce, and international competition (Jayaraman & Tate; Mitroff & Mohrman; Reddy; Schaffner; Spivey & Thomas). Vernon's (1966) international product life cycle exemplified globalization challenges and predicted that the organization would transition toward minimizing manufacturing costs, increasing competitiveness, and demanding efficiencies in the business process.

In North America, the period following the early 1960s yielded shortages in key age groups linked with business knowledge and experienced talent (Buhler, 2006). Buhler predicted North American worker shortage estimates between 3 and 10 million by 2010, and as high as 35 million by 2030. This shortage was the basis of the general problem identified as global competition for labor and talent.

Sales personnel typically represented between 5% and 25% of organizational personnel; this finding may favor personal time management as a learned skill that increased individual employee efficiency (Blair, 2007; Brock, 2001;

Chang & Duck, 2003; Reilly, 2005). The specific problem was that leaders required personal efficiency to increase organizational value and profitability (Blair; Hunter, 1999). A need arose to understand what skills and attributes to include for professional development of sales personnel. An apparent lack of knowledge existed to support the question of whether or not time management was a necessary core competency, and whether or not it should have been included in professional sales development.

The current study assisted in the examination of the relationship between time management skills and industrial sales representative performance. This quantitative, descriptive, correlational research incorporated primary data collected from a one-week internet-delivered survey from a calculated population of 256 industrial electrical sales representatives in Alberta, Canada. Statistical analyses of the results revealed the strength and direction of the correlation between the variables, time management and sales performance. A significant positive correlation in the current study may support the effort to adjust sales development plans to benefit sales organizations through the inclusion of time management training. The current research design included a generally accepted level of statistical significance of .05 (Creswell, 2005). Improved

sales performance, arising from training schedules based on the results of the current study, was one possible outcome. Evaluation schedules created for the selection of members for a sales team or serve as a specific measure with which to determine individual performance in the sales role may result based on findings from the current study.

Purpose Statement

The purpose of this quantitative descriptive correlational research was to determine the strength and direction of the relationship between personal time management skills and individual sales performance. Data collection through an internet survey instrument revealed the performance of a sample size consisting of 152 industrial electrical sales representatives in Alberta, Canada. The Time Management (TM) scale, created and validated for the current research, included measures of the following skills: use of tools, goals, planning, identification of priorities/goal setting, and schedule flexibility.

The Sales Performance (SP) scale (Behrman & Perrault, 1982), with a relevant and specific aggregate performance score, and the Sales Orientation-Customer Orientation (SOCO) scale (Saxe & Weitz, 1982), to provide a cross-relationship and potential alternative explanation for

sales performance, measured sales performance. The results of the current research may interest leaders of sales organizations by identifying time management as a skill to develop in training programs and to screen for when selecting appropriate sales representative candidates. Personal time management skills increase the salesperson's results through efficiency (Blair, 2007; Bradford, 2007; Bremen, 2006; Brock, 2001). Based upon this theory, the proposed study determined the strength of relationship between personal time management skills and the representative's sales performance.

Significance of the Study

An understanding of the strength of the relationship between personal time management and personal sales performance was of value for several reasons. Leaders must consider the conditions in which the company competes. An increasingly global engagement had multiple affects including competition and ethical conduct. As the strain for higher performance mounted, leaders required specific job practices to strengthen the corporate income statement in an ethical and realistic manner. Improved sales representative efficiency and effectiveness was a possible solution (Blair, 2007; Bradford, 2007; Bremen, 2006; Brock, 2001).

A review of the literature pertaining to sales performance revealed many measures linked with sales performance. A non-exhaustive list of measures included: ability (Zhong, 2001), behaviors (Dixon, 1999), listening skills (Castleberry & Shepherd, 1993), emotional intelligence (Bryant, 2005; Chipain, 2003; Deeter-Schmelz & Sojka, 2003), cultural diversity (Bush, 1994), perception (Lambert et al., 1990; Wilson et al., 2002), empathy (McBane, 1990), personality (Hamer, 2001; Porter, 1994), psychographics (O'Donnell, 1999), styles (Rhoads, 1988; Rich, 1996), life management (Rentas-Giusti, 2002; Sharma, 2006), customer orientation (Saxe & Weitz, 1982), and expert reasoning (Shepherd, 1989). Some research referred to efficiency in either a secondary or an anecdotal manner; however, a gap in the research existed with respect to understanding the relationship between time management skills of a sales representative and personal sales performance. This knowledge may or may not be of value to sales leaders and human resource leaders charged with increasing organizational performance, staff retention, and perhaps in developing screening processes for sales groups. This information may also assist with the narrowing of variables linked with sales performance for future studies.

Nature of the Study

The research design accounted for specific factors. These factors included, but were not limited to sample size and selection, data collection, available instrumentation, and connected procedures. Within the range of research designs, no single method contained the solution for all research studies. When more than one way existed by which to approach a research design, select the most suitable research method (Cooper & Schindler, 2003). An effort to find out "who, what, where, when, or how much" was by definition descriptive research (Cooper & Schindler, 2003, p. 161). Learning why a relationship was the way it appeared – examining how one variable produced change in another variable - necessitated a causal study. The current research design revealed the strength and direction of the correlation of variables, which lent itself to a descriptive design (Cooper & Schindler; Creswell, 2005; Neuman, 2003).

The current research design necessitated the collection of primary data from the target population calculated by the author using published data. Data collected during a one-week period was from the calculated target population of 256. The target population consisted of industrial electrical sales representatives in Alberta.

Based on the target population size, a 152-participant sample size produced a confidence level of 95% (Creswell, 2005).

The independent variable was tacit personal time management skills measured with the TM scale written specifically for the current study. The dependent variable was sales representative performance measured using a SP scale developed by Behrman and Perreault (1982), which was relevant to the current study because of the research design and the nature of examining industrial salespersons' performance.

The SP scale developed by Behrman and Perreault (1982) included validity and reliability information and followed a congruent procedure for data collection with the independent variable measurement. Hypotheses examination used the sub-components of the TM scale. Hypotheses examination also used a second independent variable, customer orientation, measurable with the SOCO scale (Saxe & Weitz, 1982).

These three scales combined resulted in a survey containing 71 questions that took the respondent approximately 25-30 minutes to complete. The survey also included demographic data such as gender, age, education, and employment position. A determination of the strength

and direction of the relationships between the independent variable, personal time management skills, and the dependent variable, personal sales performance, used correlation coefficients. The current research design used Pearson correlation for normally distributed data. Creswell (2005) suggested that while correlation analysis cannot prove causation, such methods test if a statistically significant relationship between the variables exists.

Research Questions

Research included a systematic approach to gathering and analyzing information with the intent of drawing conclusions through the interpretation of the results. The current study required a research question in order to develop the corresponding hypotheses. Hypotheses testing used an analysis of primary data. The following research question guided the current study and determined the corresponding hypotheses: Is there a statistically significant relationship between time management skills and an industrial sales representative's sales performance (Blades, 2007; Blair, 2007; Bradford, 2007; Bremen, 2006; Brock, 2001; Nadeau, 2007; Reilly, 2005; Rentas-Giusti, 2002)?

Sub-research questions are as follows:

1. Is there is a statistically significant relationship between time management skills and customer orientation?

2. Is there is a statistically significant relationship between the use of time management tools and sales performance?

3. Is there is a statistically significant relationship between the practice of setting goals/planning and sales performance?

4. Is there is a statistically significant relationship between identifying one's priorities and sales performance?

5. Is there is a statistically significant relationship between one being flexible in his or her daily scheduling and sales performance?

6. Is there is a statistically significant relationship between the use of time management tools and customer orientation?

7. Is there is a statistically significant relationship between the practice of setting goals/planning and customer orientation?

8. Is there is a statistically significant relationship between identifying one's priorities and customer orientation?

9. Is there is a statistically significant relationship

between one being flexible in his or her daily scheduling and customer orientation?

Hypotheses

To answer the research questions, hypotheses tests allowed analysis using the collected data. A qualitative research design used a hypothesis statement to test for validity. The current study hypothesized a relationship between time management skills and the sales representative's sales performance. One main hypothesis and several sub-hypotheses developed based upon the research questions.

Hypothesis H_0 (Null Hypothesis): There is no statistically significant relationship between time management skills and an industrial sales representative's sales performance.

Hypothesis H_a (Alternate Hypothesis): There is a statistically significant relationship between time management skills and an industrial sales representative's sales performance.

The following sub-hypotheses include the multiple factors of the TM scale subcomponents and the SOCO customer orientation scale:

Hypothesis H_{01} (Null Hypothesis): There is no statistically significant relationship between time

management skills and customer orientation.

Hypothesis H_{a1} (Alternate Hypothesis): There is a statistically significant relationship between time management skills and customer orientation.

Hypothesis H_{02} (Null Hypothesis): There is no statistically significant relationship between the use of time management tools and sales performance.

Hypothesis H_{a2} (Alternate Hypothesis): There is a statistically significant relationship between the use of time management tools and sales performance.

Hypothesis H_{03} (Null Hypothesis): There is no statistically significant relationship between the practice of setting goals/planning and sales performance.

Hypothesis H_{a3} (Alternate Hypothesis): There is a statistically significant relationship between the practice of setting goals/planning and sales performance.

Hypothesis H_{04} (Null Hypothesis): There is no statistically significant relationship between identifying one's priorities and sales performance.

Hypothesis H_{a4} (Alternate Hypothesis): There is a statistically significant relationship between identifying one's priorities and sales performance.

Hypothesis H_{05} (Null Hypothesis): There is no statistically significant relationship between one being

flexible in his or her daily scheduling and sales performance.

Hypothesis H_{a5} (Alternate Hypothesis): There is a statistically significant relationship between one being flexible in his or her daily scheduling and sales performance.

Hypothesis H_{06} (Null Hypothesis): Is there is no statistically significant relationship between the use of time management tools and customer orientation.

Hypothesis H_{a6} (Alternate Hypothesis): Is there is a statistically significant relationship between the use of time management tools and customer orientation.

Hypothesis H_{07} (Null Hypothesis): There is no statistically significant relationship between the practice of setting goals/planning and customer orientation.

Hypothesis H_{a7} (Alternate Hypothesis): There is a statistically significant relationship between the practice of setting goals/planning and customer orientation.

Hypothesis H_{08} (Null Hypothesis): There is no statistically significant relationship between identifying one's priorities and customer orientation.

Hypothesis H_{a8} (Alternate Hypothesis): There is a statistically significant relationship between identifying one's priorities and customer orientation.

Hypothesis H_{09} (Null Hypothesis): There is no statistically significant relationship between one being flexible in his or her daily scheduling and customer orientation.

Hypothesis H_{a9} (Alternate Hypothesis): There is a statistically significant relationship between one being flexible in his or her daily scheduling and customer orientation.

A statistically significant relationship results in the rejection of the null hypotheses and failure to reject the alternate hypotheses. Figure 1 shows the graphic view of the variables and respective hypotheses.

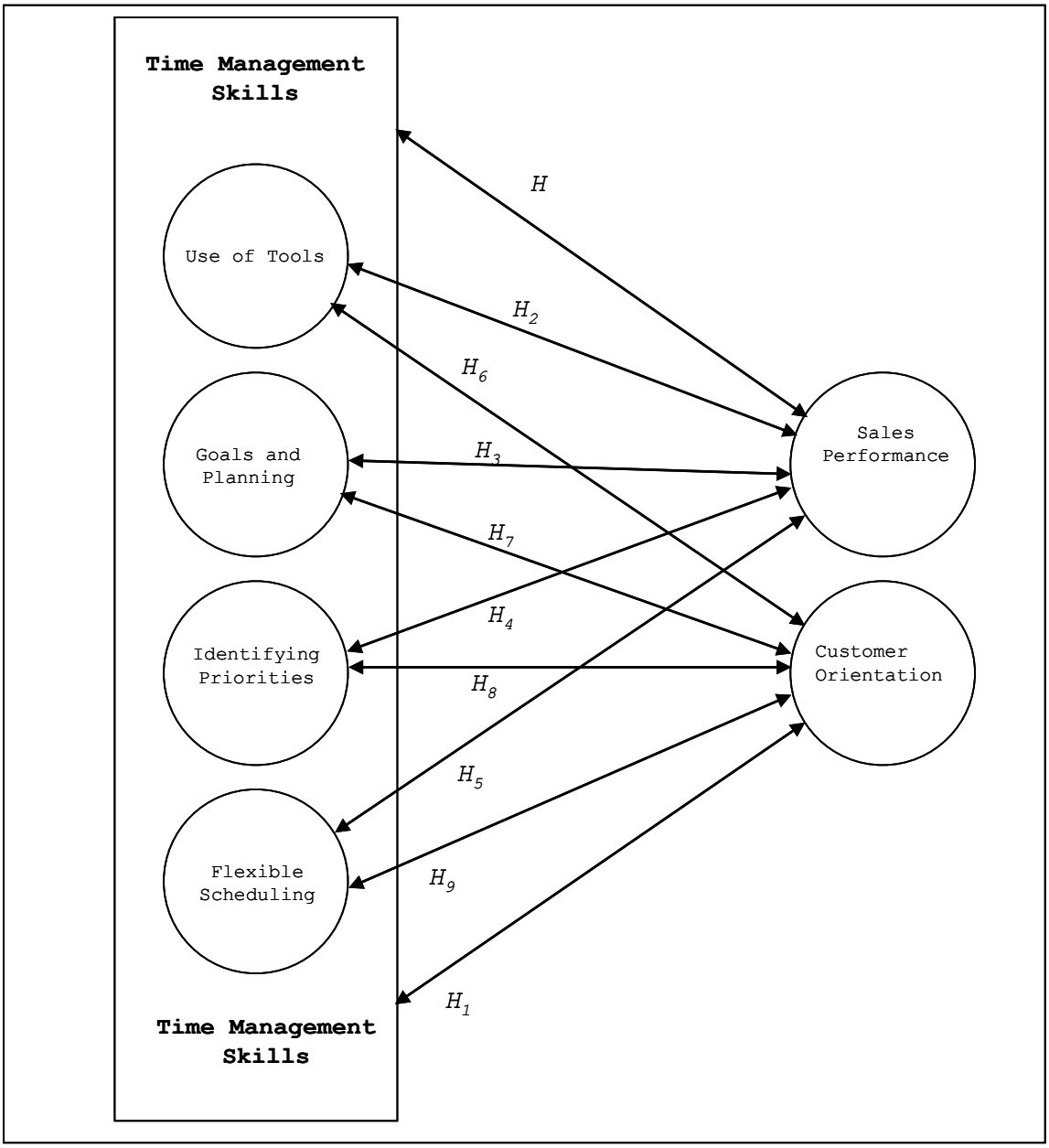

Figure 1. Theoretical framework and postulated relationships.

Theoretical Framework

Researchers identified best practices applied toward increased sales performance, likely because global corporations experienced continuous pressure to increase

share value using scarce resources and limited spending (Mitroff, 1987). Much of the research addressing individual performance surrounded the following relationships: abilities, behaviors, skills, intelligence qualities, cultural diversity, personality, psychographics, sales styles, and customer congruency (Bush, 1994; Chipain, 2003; Deeter-Schmelz & Sojka, 2003; Dixon, 1999; Hamer, 2001; Lambert et al., 1990; McBane, 1990; O'Donnell, 1999; Rhoads, 1988; Rich, 1996; Zhong, 2001). Therefore, past research integrated both internal and external factors toward favorable personal sales results.

Researchers investigated the ability for people to manage their level of motivation (Franke & Park, 2006; Leach, 1998). Leach asserted that the effective management of personal sales efforts, the salesperson demonstrates a personal high level of sales performance. Examples by Frank and Park, and Leach illustrated two processes that created salesperson motivation. Leach divided such efforts into two categories: (a) efforts that enable choices toward the achievement of long-term goals (distal processes); and, (b) efforts in which efficient daily activities were managed (proximal process). The current research contained long- and short-term qualifiers in the use of personal time management skills and included similar discussions to

identify the individual components and details of value should confirmation by correlation analysis occur.

Researchers asserted the relationship between adaptive selling techniques and individual sales performance (Boorom, Goolsby, & Ramsey, 1998; Lambert et al., 1990). This finding may indicate that sales leaders should encourage capabilities in salespeople to increase sales performance. Such skills included skilled questioning toward the identification of customer requirements. Sales representatives who participated in sales training demonstrated better insight into their customer's requirements. Such findings indicated that sales representatives were capable of receiving instruction in similar skills that increased sales performance.

Other researchers identified attributes unrelated to sales performance that might otherwise have been intuitive (Lambert et al., 1990; Swanson, 2003). Such research included Zhong's (2001) finding that adaptive selling - certain aspects of presentation, interaction, and listening skills – did not correlate with sales performance. This finding could mean that the skills were either not as important as others had determined, or that the conditions of Zhong's study, rooted in pharmaceutical sales, were importantly different from other studies that revealed

positive correlations. The delimitations section of the current study noted Zhong's results, as current study participants came from specific regions in Canadian industrial sales.

The ability to enhance skills through training (Franke & Park, 2006; Lambert et al., 1990; Leach, 1998) may have been useful in predicting skills that resulted in improved sales performance. Leach's work began to establish the benefit of time management skills to the performance of salespeople; however, several other self-regulatory skills shown to increase motivation and indirectly enhance sales effectiveness existed (Leach). Amongst the many research efforts read, most researchers found that the numerous aspects studied had a positive relationship toward increasing sales performance.

Definition of Terms

Certain terms used within the current research discussion may carry unique meaning. These terms required additional definition to insure the application of a complete and common understanding of the current research context.

Goal setting: Goal setting is the act of creating high-order objectives. Typically, goals are broken down into smaller tactical activities for sake of convenience

and realistic accomplishments (Barrick, Mount, & Strayss, 1993; Leach, 1998). Goal setting is a component measured in the current study using the TM scale.

Personal sales performance: A measure of job performance as it relates to the industrial sales representative, measured in the survey using the SP scale (Behrman & Perrault, 1982).

Personal selling: The activity an individual conducts toward the promotion and sale of a product or service in a commercial exchange. This activity includes customer contact in face-to-face meetings, e-mail, and telephone calls (Franzi, 2003).

Personal time management system: A tool or set of tools intended to deliver the highest personal efficiency and use of available time that controls an individual's valuable time resource (Blair, 2007). Use of a time management system is a variable measured in the TM scale.

Prioritization: Prioritization is the practice of creating a hierarchical structure or order of execution of known activities based upon levels of importance and urgency (Droullard, 2005; Manager, 2008). Prioritization is a variable measured in the TM scale.

Sales effectiveness: The degree an individual meets the expectations of success in his or her efforts of

promoting respective products or services in a commercial exchange. Increased effectiveness indicates that the sales representative meets or exceeds his or her sales objectives (Gonzales, 2003; McLaughlin, 2001; Spaulding, 2002; Zhong, 2001).

Time management skills: Practical techniques taught through various training and improvement organizations that assist individuals with increasing efficiency in their use of time as a scarce resource (Blair, 2007; Bradford, 2007; Bremen, 2006; Brock, 2001; Radhakrishna, 1991).

Assumptions

Several assumptions may have influenced the results of the current study. One assumption was that internet survey participants would answer honestly, and with a congruent level of understanding of the questions posed. To increase the likelihood of honest responses, the informed consent form assured participants of the confidentiality of responses. The protection of participant identity and the assurance that the data collected only in conscious view offered an assurance to participants that would increase the likelihood of honest responses.

Another assumption was that the dependent variable, sales performance, would produce accurate results. Confidence increased with the inclusion of the existing

scale of sales performance created by Behrman and Perrault (1982). Other sales performance studies (Bahakus, Cravens, Johnston, & Moncrief, 1996; Porter, 1994) incorporated and accepted the SP scale. The current research benefitted from maintaining congruent comparison to other similar sales performance research.

A third assumption was that personal time management skills were measureable and that the TM scale was valid and reliable with respect to the survey data. Development of the scale included several rounds of statistical testing and adjustments based upon popular time management systems and research definitions (Blair, 2007; Chang & Duck, 2003; Rentas-Giusti, 2002). Statistical testing of the scale confirmed an acceptable internal validity in a pilot study with a small sample from the current study population. A test for internal validity used the final survey data.

The last assumption was that the quantitative tests selected in the current research were appropriate and effective tools for measuring the relationship between variables. Creswell (2005) suggested that a correlational statistic such as the Pearson relates two or more variables and tests if they influence each other. Chapter 3 included a detailed discussion of the statistical tests.

Scope

The current study applied to a population consisting of active members in the electrical industrial sales trade within the Province of Alberta, Canada, with an estimated population of 256. A 71-question, internet-administered survey was used to collect data from participants. Statistical examination of the data determined if a relationship existed between the independent and dependent variables. The design of the current study may not allow for control of all variables that might affect the outcome, an aspect considered in the interpretation of the research study results.

Limitations

An online survey system collected data from a population of industrial electrical sales representatives in electrical distribution firms in Alberta, Canada. This specific group definition was expected to allow data from a sufficient sample size to be collected; therefore, assisting to ensure statistical confidence. The single region and industry segment focus may prevent application of the results to other countries, regions, and industries.

Another limitation arose from potential sample bias. Appropriate measures ensured that the sample developed as the result of guidelines applicable to the current research

design. The sampling effort may inadvertently introduce bias. Management and participant willingness to participate may limit the study results.

The qualifications for subjects selected dictated that the industrial electrical sales representatives be outside sales representative who held little to no other responsibilities within their organizations. As some of the subjects may have had responsibilities other than a pure role outside the office, the relevance of the findings may suffer. For instance, if the sales representatives have other unknown responsibilities such as preparing quotations, sales management, or other administrative functions, the findings might be inconsistent with the defined population. This condition could lead to imprecise responses, or possibly misinterpretation of results.

Delimitations

A single industrial sector, wholesale electrical product supply, was the pool from which data collection took place. The geographic area of those potential participants included the Province of Alberta, Canada - a relatively isolated geographic area. The results of the research reflect the limitations associated with the limited useful transferability to other regions, industries, and industrial sales groups.

Several questions within the survey ensured that the participant could be included in the current study. These checks included writing and speaking English proficiently, affirmation of the voluntary conditions of participation, and that they were 18 years or older. Participants agreed to an informed consent statement noting that their identity would remain anonymous and noting the publishing of survey results. Although population sample size was adequate, generalizing to all industrial sales required the identification of the population as all industrial sales, all Canadian sales, and other sales groups.

Chapter 1 Summary

The purpose of the current research was to determine if a correlation existed between the use of time management skills and an individual's sales performance. Many researchers sought to identify relationships between individual personal traits affecting sales representative effectiveness, resulting in numerous dimensions relative to selling ability and performance (Gonzales, 2003; McLaughlin, 2001; Spaulding, 2002; Zhong, 2001). The most common characteristic groups examined included psychometrics, personal habits, and personal skills.

Because the current study examined the relationship between variables, the design necessitated a quantitative

correlational research format (Creswell, 2005). This non-experimental study applied data collected from a survey available to a population of about 256 industrial electrical sales representatives in Alberta. Statistical analysis took place after the completion of data collection. This research could possibly supplement other research materials thus coordinating best practices toward increased sales performance in sales organizations.

Identifying and understanding priorities resulted in claims of increased productivity (Carnegie, 1936; Peters & Waterman, 1982). Another researcher asserted that bolstered sales competency resulted from organizational skills and efficiency (Zhong, 2001). Organizations that provided personal time management training considered the successful results of their services to be a key component to individual efficiency (Blair, 2007). Although these claims all seemed to be consistent, a thorough search revealed no specific research regarding the relationship between time management skills and sales representative performance.

A further search for relevant literature resulted in a deeper understanding of the subject matter. This further search also provided material supporting the research design. Chapter 2 presents an overview of the current literature pertaining to sales performance and time

management. Chapter 2 also presents several other subjects studied in relationship to sales performance (see Appendix A).

CHAPTER 2: LITERATURE REVIEW

Chapter 2 reviews the literature written by authors examining dimensions that have an affect on personal sales and respective sales performance. In this review, time management is the dimension and independent variable of main concern. A need exists to understand whether or not a relationship between personal time management skills and sales performance exists. A gap in the literature with respect to this relationship is evident.

Documentation

The current literature search used several libraries. The Edmonton Public Library, the University of Alberta Cameron library, the University of Alberta Online libraries, and the University of Phoenix (Apollo) libraries. Of these libraries, over 13 databases were searched, including (but not limited to) Best-In-Class Benchmarking Reports, Business & Company Resource Center, Business Insights, Business Source Complete, Dissertations & Theses @ University of Phoenix, EBSCOhost, Economist.com, Gale PowerSearch, Journal of Leadership Studies, ProQuest, ProQuest Dissertations and Theses, RDS Business Reference Suite, and Technologies. Included in the multitude of global online libraries and local libraries, the following journals were searched: *Journal of Consumer Research*,

Journal of Retailing, *Journal of Marketing*, *Journal of Marketing Research*, *Journal of the Academy of Marketing Sciences*, and *Journal of Personal Selling & Sales Management*. Search terms relevant to the current research topic included personal selling, sales performance, relationship between sales training and performance, sales effectiveness, sales efficiency, and personal time management systems, along with permutations of this concise list. A final search in Google Scholar yielded a few articles specific to the current research, verifying that the literature search was exhaustive and thorough.

Searching on sales performance resulted in numerous returns (see Appendix A). Grouping specific independent variables into classes resulted in some of the most common independent variables, including: listening and communication skills (Castleberry & Shepherd, 1993), adaptive selling (Franke & Park, 2006; Johnson, 1994; Longfellow, 1995; McMurrian, 1998; Porter, 1994; Rowland, 2001), perceptions (Bergeron, 2004; Lambert et al., 1990), empathy and emotional intelligence (Bergeron, 2004; McBane, 1990), cultural diversity awareness (Bush, 1994), behaviors and personality characteristics (Alipio, 2004; Hamer, 2001), expert and consultant-type behavior (Pelham, 2002; Shepherd, 1989), and sales styles (Rhoads, 1988; Riley,

2006). Of these subjects, the literature review concentrated on increasing tacit knowledge with respect to sales performance format and metrics measures, and a comparison of these measures against the independent variable dimensions previously stated.

Historical Overview

Within the topic of professional sales, researchers attributed improvement in performance to the priority assigned to activities (Beauchamp, 1982; Blair, 2007). Carnegie (1936) noted the increased performance in an executive's busy life achieved though an understanding of priorities and recognition of these priorities by acting upon them. Several other studies associated priorities with sales performance (Castleberry & Shepherd, 1993; Chang & Duck, 2003; Steward, 2004; Wilson, 2006). The current research defined personal time management and its measures.

Blair (2007) asserted that time management was the control of activities and a decrease in the losses of a scarce resource; that time management in most practical applications was a process for developing a consciousness of the losses of time and value to both personal and professional activities. Many other researchers asserted that time management was critical to the job and ensured a balanced personal life (Blades, 2007; Bradford, 2007;

Bremen, 2006; Brock, 2001; Rentas-Giusti, 2002). Perhaps one of the most profound effects of personal efficiency and self-regulation was the increased intrinsic reward and job satisfaction (Leach, 1998).

External systems related to the sales team and individual performance. Ahearne, Srinivasan, and Weinstein (2004) found that technology and customer relationship management (CRM) systems played a role in growing sales performance. Their work resulted in the initial observation that technology implementation came with sales performance costs, and that the long-term results began to exhibit diminishing returns. The intent of this research was to address the problem of ineffective organizational leadership in using CRM skills and the capabilities of sales and service personnel in achieving the level of customer relationships required to sustain successful business. DeFazio (2003) found that many CRM initiatives did not pay back their investments and, therefore, could not justify investments such programs. DeFazio also indicated the use of traditional CRM systems, and so the application of such a system may determine success.

Other authors cited advantages with the implementation of similar external sales enhancements. Hunter and Perrault (2006) stressed a practical approach for sales managers

based upon investments with sales technology, such as sales and CRM automation systems. The findings of Ahearne et al. (2004) included a direct relationship between the successful implementation of such technologies and sales performance. Although Hunter and Perrault had similar results, they identified the requirement for implementing sales technologies using practical models to become effective.

Customer satisfaction was an effective way to increase repeat orders and sales in the marketing of products and services (Gustafson, Johnson, & Roos, 2005). Customer satisfaction became a large target for attention manifested in methods of improvement. Some companies were changing the way they addressed their customers by using teams to blend the talents most congruent with the needs of the customer (Gilson, Mathieu, Christina, & Ruddy, 2005). The actions taken by sales teams in serving the customer may assist in both increased perceived customer service, while maintaining the expertise that assisted in creating new sales, and developing different frameworks to solve customer challenges.

Observations were that sales teams working in an effective manner assisted with customer satisfaction (Kirkman, Rosen, Tesluk, & Gibson, 2004). Another advantage

and further assistance in increasing customer satisfaction came from solving customer challenges. This need also arose in situations whereby the sales team used multi-disciplined teams to increase the offerings of both expertise and products and services in their respective areas (Crosby & Johnson, 2005). Observation of these synergies created a new perspective for the needs of the sales department, and represented additional team-play skills that required identification and engagement in the industrial setting.

The literature provided evidence that IQ and general mental ability might solely be an indicator of individual sales performance levels. Verbeke, Belschak, Bakker, and Dietz (2008) sought to uncover this relationship. Verbeke et al. studied general mental ability and social competence. Findings included evidence supporting the effects of the combined use of these mental qualities. For instance, high general mental ability equated to high sales performance; but the study of high general mental ability in relation to low social competence resulted in lower sales performance. This finding meant that salespersons with high general mental abilities form either the highest or lowest performance sales, depending on the combination with their social competencies (Verbeke et al.).

Some company leaders considered sales competency in the individual as reinforced with organizational skills and efficiency (Bremen, 2006; Brock, 2001; Leach, 1998; Rentas-Giusti, 2002). Personal time management skills were a key component; however, few researchers, if any, measured the relationship between time management skills and sales representative performance. Although no specific research explored the relationship with personal time management, much research explored the relationship of many possible dimensions affecting personal sales (see Appendix A). In these studies, skill-based evaluations existed; however, no studies contained specific organization skills and time-based efficiency relationships with individual or team sales efficiency.

Another study revealed that higher sales performance occurred because of an increased share of a sales representative's time making personal sales calls. This requirement necessitated that sales representatives were not occupied with administrative duties (Aronauer, 2007). Aronauer (2009) asserted that most company leaders believed in the common sense of such management of personal time. Leaders, however, could be dogmatic in their methods and administrative duties were inherent in sales employment.

Bradford (2007) provided suggestions that included effective time management for sales representatives. Within the time management framework, the planning activity was a key component to achieving excellent results. Analysis of the territory served, and the appropriate usage of time in sales activities, created the balance for efficient time spent (Bradford, 2007). Zhong (2001) cited differences between pharmaceutical representatives and a fundamentally different selling environments or industries. For instance, Zhong's study did not draw a significant relationship between sales performance and adaptive selling or presentation skills, while Bush (1994) posited the need for adaptive selling for increased sales performance in the respective adaptive selling research.

Leaders may take external measures in an attempt to stimulate increased sales performance. Measures included the more drastic actions in dismissal of low performing sales employees, organizational culture molding, and application of creative customer engagement (Blades, 2007). This observation started to lead outside the skills that a sales representative should have and began to explore external factors shaping the environment in which the sales representative served.

Current Findings

Psychology and Motivation Study in Sales

Research in the area of motivation and the general psychology about increasing sales performance exists. Authors include Bahakus et al. (1996), Barrick et al. (1993), Bartkus (1991), Beauchamp (2006), Behrman and Perreault (1984), Eppler (1996), Feldman and Weitz (1988), McMurrian (1999), Mulligan (2004), O'Donnell (2000), Serifsoy (2002), Shank (2005), Van Kooten (1987), and Walker, Churchill, and Ford (1977). Of this collection in the literature, much research revealed sales performance related to attitudes and mental engagement of the sales representative. These affects were both upon the sales representatives in terms of behaviors and upon resultant sales performance.

Psychology of the sales representative was reviewed in micro and macro measures. An example of a single dimension was that of conscientiousness of job performance (Barrick et al., 1993). Barrick et al. studied goal-setting variables to reveal this relationship. Sales representatives who demonstrated a greater conscientiousness set goals and were committed to these goals. These sales representatives also demonstrated increased sales performance.

Some researchers claimed that the determinants of sales performance within the industrial setting were unknown (Walker et al., 1977). The Walker-Churchill Salesperson's Performance Model (SPM) was a step toward understanding the relationship that connected the sales representative to sales performance through motivational factors. The SPM model included factors described in industrial psychology linked specifically to motivation of sales representatives. Other topics of psychology related to sales performance included the investigation of job satisfaction and organizational commitment (Pettijohn, Pettijohn, & Taylor, 2007). Psychology of sales appeared to have many connections to sales performance both in a direct and indirect relationship to the sales representative.

Relationship Marketing

Moller and Halinen (2000), Morgan and Hunt (1994), Smith (2004), Steward (2004), and Tzafrir (2005) included the customer relationship as a key consideration toward sales performance. Although the suggestion of being close to the client seemed more productive with respect to successful sales, these findings generally suggested that higher sales performers also engaged in a greater social network and close relationships with customers. Most results were valuable, according to their authors, for

suggestions on improving both hiring criteria and sales performance with their teams.

Relationship selling was becoming a modern practice that more companies used to increase their strategic competitive advantage (Alipio, 2004). This selling advantage instilled trust with new and repeat customers (Morgan & Hunt, 1994). Gaining the customer's trust was a critical element of closing a sale, as identified in relationship marketing theory (Morgan & Hunt). There are differences in the effectiveness of relationship marketing, depending on the industry (Steward, 2004). The deployment of sales strategies in all markets improved with the development of relationships with the customer.

Steward (2004) investigated high- and low-performing sales representatives and found that complex selling conditions improved with a better customer relationship. Steward also asserted that higher performing sales representatives were more skilled at revealing customer needs and priorities. Outside the direct customer relationship, the sales representative's social network and reputation increased the likelihood of higher sales. This outcome occurred because of increased trust by expert coworkers, also resulting in increased customer trust by way of team engagement. The dynamics of good relationships

were in many ways advantageous.

Adaptive Selling

The topic of increased sales performance through observation of personal dynamics and the adjustment in approach for different customers was the purpose of some researchers (Boorom, et al., 1998; Bush, 1994; Franke & Park, 2006; Giacobbe et al., 2006; Johnson, 1994; Longfellow, 1995; Park & Holloway, 2003; Porter, 1994; Rowland, 2001). These researchers supported the idea that adaptive selling practices improved sales representative's capabilities. Personality traits influenced such skills; hence, the potential for adaptive selling behavior was not linked to tacit knowledge, but to a greater degree the individual's personality. One researcher suggested that selling experience could assist in gaining adaptive selling practices (Giacobbe et al.).

Such adaptive behaviors included the cultural diversity in both the sales team as well as the customers (Bush, 1994). Organizations have been slow to acknowledge diversity in these areas. Issues surrounding adaptive selling included communication skills especially in cases whereby different cultures were found within the sales team or between the sales representative and the client (Bush, 1994; Smith, 2004). Communication and other culturally

unique dimensions instilled trust, and trust gained customer confidence to increase likeliness of the sales engagement (White, 2006). Culture represented only one area of adaptive selling consideration.

Another set of adaptive selling observations included communication and individual personal traits. Boorom (1998) sought relationships of adaptive selling based in the sales representative's demonstration of communication apprehension. Sales representatives who were more involved in communication and customer interaction demonstrated a greater adaptive behavior, hence sales performance. As identified previously, communication was an important component within the sales skill set; however, the relationship was indirect in this case.

Dependent Variable: Personal Sales Performance

Different ways of defining the dependent variable, personal sales performance, exist. Franzi (2003) asserted that the dependent variable should be individual sales representative sales revenue. Using this metric assumed that forces external to the sales representative control gross margin, and products and services carry some congruency in how well the market accepts these product mix dimensions. Sales representative control of the marketing mix was generally not possible, and many differences exist

in control between products and services, even within a small group such as Alberta industrial product sales.

An organization's sales performance related to overall organizational performance (Bremen, 2006). The results of any company that receives poor or average sales were clear; however, the optimization of the investment was also extremely important, especially in organizations that had an enormous personal sales component in their marketing mix. Chipain (2003), who studied the effects of EI and who created an indicator model dubbed the STI (success tendencies indicator), defined sales performance. In doing so, the model maintained the personal income from the respective organization for which the representative served. Hamer (2001) prepared a similar model using a three-tier income model. These models considered only the sales representative's personal success, a dimension not necessarily congruent to organizational benefit. The use of a measure that corresponded to organizational success may appeal to organizational leaders.

Discussing the SPM (Walker et al., 1977), Franzi (2003) referred to the model as a benchmark for most sales performance research. Franzi's model related the daily activities and contact time with the customer with the SPM. Although this model did not specifically use a time

management system, it did reveal the performance model. The model consisted of complex propositions of sales representatives measured in terms of motivation, aptitude, and perceptions. Although the model gave a deeper understanding of motivation, the measurement tool was quite complex and in the end the many studies, such as that by Bryant (2005) using respective representative company revenue, were more simple and ultimately revealing.

Independent Variable: Time Management Skills

Literature regarding personal time management and organizational skills was difficult to find in scholarly format. Little research exists in this area short of the most obvious commercially oriented promotions from companies to which time management training was the service sold. McMurrian (1998), one of few researchers who included an element of personal time management, maintained that most sales management textbooks referred to the practice of effective time management, but failed to provide guides to developing the tools and training. The McMurrian study referred to time management as one of a few independent variables, reporting that surveyed responses from sales representatives revealed suggestions such as screening calls, prioritizing customer accounts, and returning calls when convenient.

Providing time management training and skills development for sales managers resulted in strategic competitive advantage (McKenna, 2004). Although such assertions seemed logical and sound, the study did not identify actual tools and training. This research represented common advice but lacked empirical support for the assertion. Aronauer (2007), Bradford (2007), Brock (2001), Nadeau (2007), and Riley (2006) referred to the benefits of understanding time management and related this understanding to improved performance; however, the definition of time management varied between the actual activities performed within the sales role, through the basic premise that a consciousness toward management of activities increased efficiency. This premise revealed a gap in research regarding time management, as no research specifically addressed time management skills.

People with busy schedules became unable to prioritize their activities. Droullard (2005) suggested methods for achieving balance through the prioritization of personal and professional activities. One such method was the traditional calendar for both areas of life – personal and professional. The use of a calendar system and planned activities with prioritization were the first steps in ensuring the ability to function in a busy and hectic

environment. Droullard suggested that unless a person had a plan, he or she could be working without the direction needed to be entirely effective. The ability to visualize plans allowed prioritization and increased effectiveness.

Further examination of those articles relating personal time management with other dimensions included Bremen's (2006) position of increased organizational performance observed with those sales reps who maintain more customer contact. This idea included the requirement of a tool with which to organize those duties. Bradford (2007) asserted that the sales force needed to be doing the right things with their time. Chang and Duck (2003) addressed time management behaviors, which, at least in part, included the thought of a vehicle by which to carry these efforts. These definitions of using time management neglected the basic requirement of having training and tools to examine the priorities important to increasing both efficiency and effectiveness.

The purpose of the current research was to assist in addressing of the components of personal time management by defining the practice of a personal time management system as having the following features (Blair, 2007; Chang & Duck, 2003; Rentas-Giusti, 2002):

1. Setting goals and planning in detail how time is to be spent.

2. Subscription to specific time management tools, whether self-developed or commercial programs.

3. Developing skills in improvisation for interruptions and crisis management (schedule flexibility).

4. Keeping records of activities and other information.

5. Identifying and systematic ranking of activity based on priority.

While systems of personal time management existed, most observations tended to be of the spending of time rather than the efficient use of time. For instance, whilst Bradford (2007) referred to efficient use of time in sales calls in the electrical wholesale trade, Brock (2001), Bremen (2006), Kornik (2007), and Rosenzweig (2005) referred to a need for sales representatives to be active in doing the right things. Given this information, a study of time management from an efficiency approach was prudent.

A determination of which aspects in personal sales were most important to the customer added dimension to the discussion. Alipio (2004) suggested that good leadership skills were included in the mix of qualities admired by the customer. Barrick et al. (1993) found that conscientiousness tended to relate to sales performance,

but perhaps more so to leadership. Goal setting tended to be an intermediary indicator. Skills involved in goal-setting tend to be a subset of time management; because, the essence of time management was dividing time into priority and timing, time management activities worked toward a series of goal achievements.

Of the many studies of time management, few offered a basis of definition other than the efficient use of time (Bradford, 2007; Bremen, 2006). For instance, Bradford offered some advice on making better use of time. Bremen stated that the time spent with customers and administrative functions had an effect of organizational revenue performance. Bremen made no mention of the specific tools by which to measure skills or to define a tool set. The organization that manufactured tools and performed training in time management and organizational skills defined time management.

The gap in the research appeared at the level of the independent variable in both definition and use within the current study framework. While the need for doing the right things within the scope of a sales role was important, little current research existed that addressed formalized systems of time management. This gap revealed the need to create a definition of the use of a time management tool

and further the work in relating this tool to the performance of the sales individual.

Time Management Tools and Systems Examples

Franklin Covey offered time management tools and workshops (Rentas-Giusti, 2002), Priority Manager (2008) offered training and tools, and about eight other commercially available time management systems and formal custom training systems existed in Canada. For example, the Effective Time Management Workshop by PrimeTime Training (Personnel Today, 2006) and prepackaged systems such as the *Getting Organized: Increasing Personal Productivity* video series (Canadian Manager, 1992) illustrated the tools available. Time management systems were built into computer-based corporate suites and some of these systems, such as such as Microsoft Outlook, contain the five components of time management as defined by several studies (Blair, 2007; Chang & Duck, 2003; Rentas-Giusti, 2002).

Personal time management was the controlled use of the most valuable resource (Blair, 2007). A personal time management system was typically a tool, or set of tools, for the control of time management dimensions (Rentas-Giusti, 2002). Tools included training for those tools, or in some cases, training systems and ad hoc tools fashioned from goal setting and priorities (Chang & Duck, 2003). For

the purpose of the current study, the definition of a time management system included only substantive training linked to the perpetuation of skills via tools, whether they were commercial tools or otherwise individually fashioned to accommodate the training system.

The test for the use of a time management tool was the claim made by the current research subject. Although this definition sounded simple, the need existed to assign some relative level of use for the test to be positive. For that reason, a scale for the test of time management was developed and statistically tested for use in this research. Chapter 3 contains a more in-depth discussion of this scale.

Other Influences

In an attempt to isolate the affect of the independent variable addressed in the current study, other influences required identification. Following is a listing of some of those considerations indentified as influencers of sales performance:

Motivation and Aptitude

In the industrial sales setting, Van Kooten (1986) found three major considerations for sales performance. Motivation was the top consideration along with a clear identification of role and the aptitude that a sales

representative had for that role. Confirming this position, Kornik (2007) noted that motivation in the sales role was important, but also that time management allowed the monitoring of goals. Measuring motivation in the respective study helped understand the affects upon the measurements and effects of the main independent variable.

Aptitude normally accounts for the prediction of success in a professional role, although not entirely understood. However, Walker et al. (1977) reported that traditional measures predicted only a minor variance of contribution toward sales success. Walker et al.'s determinants model incorporated input of both motivation and aptitude, and the perception of the role in the sales organization. The model had a simple structure stating that the inputs resulted in specific rewards, both internally and externally mediated, and that inputs created an effect upon the motivation variable. Although a simple model, the system illustrated the presence of more than one reason for motivation. This revelation illustrated a complexity in the use of this input as an independent variable. Complexity may affect the outcome in the study of time management as an independent variable.

Gender

A person's sex may have an effect on the performance of the sales representative through several aspects. Although few studies addressed this relationship directly, Mulligan (2003), Franke and Park (2006), and Valenti (2006) addressed gender in the equation of sales performance by the representative. Specifically, Franke and Park related the differences by which men and women rate personal beliefs of their performance. The differences between men and women and their approach to sales and organizational functions may be important to understanding the relationship with time management skills.

Ethnicity and Culture

Those with differing cultural backgrounds may exhibit differences in sales performance given similar environmental conditions. Some studies related differences in cultures and associated customer relationships and sales results. Bush (1994) asserted that sales managers should pay attention to the requirements of different cultures within the sales force. Further, the Bush study showed a requirement of the need for intercultural communications and the advantages due to increased adaptive selling.

Education and Personal Traits

A school grade may not completely explain how

education affects a variable. Chipain (2003) claimed an increased capacity of sales performance by those exhibiting a high degree of Emotional Intelligence (EI). EI was not usually considered an educational element; however, some claim that it can be learned (Bryant, 2005; Chipain, 2003; Deeter-Schmelz & Sojka, 2003). More specifically, Chipain's research did not show education to be a positively moderating consideration.

A way to identify the potential of a candidate through the knowledge of their psychological conditions and associated translated behavior in sales performance may exist (O'Donnell, 1999; Shank, 2005). O'Donnell used psychographic analysis and Shank used the level of moral reasoning to sales performance. These findings did not directly relate to educational level. The findings, however, supported the requirement of a more specific measurement of education, likely resorting to school grade completion.

One researcher sought the potential combination of individual traits and skills leading to sales performance increases. Supporting both the psychographics and education theory, Gonzalez (2001) sought to identify high-performing sales representatives not by their psychological makeup alone, but by examining their communication styles,

asserting that these traits, both based on training and psychographics, predicted sales success. The Gonzalez study results contained "Identification of Other's Needs, Ability to Close, Persuasiveness, [and] Ability to Communicate" (p. iv) as determinants for sales success. Sales determinants, then, were an art and a science, whereby the art was an individual's natural gifts, and the science represented training of the individual.

Years of Sales Experience

As a simple measure, the element of experience was an easy variable to define and measure using the years in integer format. As a supporting finding for experience, Franke and Park (2006) found that the independent variable, experience, reflected a greater positive relationship to increased sales performance than gender or customer orientation. Comparable to experience was adaptive selling capability. A complication may exist with both education and experience as identified independent variables, as time management was both a studied skill and leaned through experience.

Exhibited Goal Setting

Barrick et al. (1993) explored traits with respect to goal setting. Goal setting was in a similar family as the independent variable, time management. The difference lay

in time management inherently forming a platform or superset in which goal setting occurred. This difference may have been a sign of (a) the issues surrounding time management blending in with other known relationships, and (b) whether or not the use of a time management system encouraged goal setting; therefore, increased performance indirectly.

Summary of Independent Variables

Numerous independent variables were studied alongside sales performance (see appendix A). Although many of these studies referred to the efficient and effective use of time as a sales representative, no studies isolated the independent variable time management as a manner suitable for determining a relationship. While some conclusions were possible from the inclusion of a sales representative's efficiency as a performance determinant, the current research design was to reveal the importance and relationship directly. The recommendation for using a time management system for the majority of Alberta industrial sales representatives was impending.

Sales Dimension Discussion

The most sought after and valuable relationship with respect to sales performance appeared to be the attributes by which a sales representative benefitted most. Listening

skills, emotional intelligence, cultural diversity awareness, communication skills, general behaviors, personality characteristics, adaptive selling, perceptions, empathy, consultant-type performance, general selling styles, expert reasoning, and various dimensions of selling ability were a few of the more common attributes (see Appendix A). Many of these attributes were common to other positions within an organization, most notably management. Kapelianis (2004) asserted that some industrial sales environments included complex sales situations and had unique dimensions including high dollar sales, long sales cycles, solutions as the offering, and inclusion of more than an individual as both seller and customer. In such selling environments, the sales representative was the ambassador and organizer in arranging the value proposition for the client. Kapelianis found that maintaining a consistent salesperson set of characteristics was congruent with a successful strategy to maintain a customer's business. Kapelianis' research also related increased customer engagement indicated by increased knowledge of competitive background information. These results were an example of the benefits of sales performance skills mixed with market intelligence availability.

Churchill, Ford, Hartley, and Walker (1985) created a meta-analysis that examined numerous dimensions of sales representatives. The most important factor in the strength of relationship between the representative and the customer was the type of product sold. This finding had implications for the Western industrial market, as changing the product sold to suit the representative in order to increase productivity was impractical. The current research addressed realistic changes that sales representatives could accommodate; changing *products* was not one of them.

Stevens (1994) may not have agreed with the position of a fixed orientation or that account size might change the approach of the salesperson. Changing the sales representative depending on account criteria presumed sufficient sales resources. Small to medium-sized companies may not have the flexibility to change products, services, accounts, or orientation. Account size was one of many factors outside the control of the individual who affects sales performance; therefore, an argument for ensuring that external aspects were studied with at least as much attention as those specific to the individual was made.

Some leaders may wonder why a sales representative might not be able to increase his or her skills and efficacy with good personal practice, observation, and

mentorship (Smith, 2004). Leach (1998) reviewed the effects of self-regulation and found a significant relationship between motivation and emotion, and sales performance. The relationship improved with sales-skill training and diminished with ambiguity in the sales representative's role. Although Leach found that self-regulation increased efficacy, sales and organizational training such as time management also arguably increased efficiency.

The employment position of sales representative in the area of maintenance repair operations (MRO) and industrial sales required a unique combination of qualities. These qualities started with a need for public relations skills and expertise with the products or services offered. The organization required a unique person with a blend of skills. In acquiring the correct people for the job, psychometric tests determined suitability (O'Donnell, 1999). Psychometric testing assisted in many cases, but Birkeland, Manson, Kisamore, Brannick, and Smith (2006) determined that some candidates were misleading in their responses. The work by Birkeland et al. sought to determine the extent to which applicants were misleading on such tests. Job applicants were more likely to distort their responses on test questions interpreted as being job-relevant. Although debated for several reasons, including

potential legal consequences for the firm employing such tests, cautious use of psychometric test results was important given that they could be misleading or at least directed in part by the candidate.

Although relationship selling was an important activity toward gaining a strategic competitive advantage, other behaviors were common to successful sales efforts (Alipio, 2004). Transformational sales practices were similar to transformational leadership in the ability to inspire, engage, and generally improve performance. This was, at least in part, due to the increased customer motivation. Alipio also coined the phrase *boundary spanner* to identify people who engaged the customers in long-term relationships, assisting business owners with those practices that assured long-term viability and repeat business.

Expert reasoning played an integral part of the customer's trust within the sales transaction (Dong-Gil & Dennis, 2004; Shepherd, 1989; Wood, Boles, Johnston, & Bellenger, 2008). Shepherd found one positive relationship between expert reasoning and sales levels. In the fast-paced Alberta industrial sales field, a technical sales representative must have had a high degree of product or service knowledge in order to accommodate customers who had

little patience with non-technical staff. Support for this theory came from a study that clearly showed customer motivation as relying upon the satisfactory handling of the customer inquiry (Van Kooten, 1986).

Pelham (2002) also explored the linkages between expert knowledge levels as consulting sales techniques, finding benefit in an initial training for the sales team with a consulting style of sales, obviously ensuring a level of comfort with the product or service offered and the end user's needs and consumption of the wares. Personal experience also confirmed this relationship, as buyers always had a good experience with a sales representative of consumer goods when handled by an astute and knowledgeable ambassador. With this in mind, and with as many sales qualities and dimensions as have been discussed herein, a relative weighting toward product and service expertise may have been possible. Strassmann (2005) attempted to relate the employee knowledge factor to value within the organization. Discussed were the b*alanced scorecard*, *Skandia Navigator*, and Watson Wyatt's *HCI* (Human Capital Index).

When evaluating knowledge and experience within the organization, the knowledge dimension appeared as an investment. Perhaps this finding indicated that most

dimensions developed within the sales team. Moreover, once measured and evaluated, the sales strategist began to populate these dimensions in order of priority. The use of qualified time management tools fit into this description, as most time management skills and tools were either an aspect a sales representative developed independently or a program for which the representative was been enrolled. In any event, the reasoning toward qualities or dimensions and the respective priorities revealed that the understanding of these qualities was at least as important as the reasoning for spending sales and marketing resources.

Literature Gap

An observation made during the literature review included the noted chronology important to the study of sales performance factors and personal time management studies. While a substantive amount of research conducted about sales performance in 1980s and 1990s, the amount of research in the recent five years, and prior to the stated period (pre-1970s), evidenced a relatively low to moderate number of studies. The amount of material found in exhaustive searches about personal time management yielded mostly non-scholarly material such as industry and trade journals, and no research specific to personal time management. These findings revealed a gap in the

literature, yielding a slightly decreased amount of scholarly material than would be ideal. A clear definition of personal time management was in the self-developed scale and subsequent instrument.

Chapter 2 Conclusions

Rosenzweig (2005) created an urgency to increase a sales representative's efficiency in time management, but failed to define the system by which to deliver the efforts. Rowland's (2001) study shared in the need for definition of the tasks and behaviors within the routine of a sales representative, but failed to define the platform by which to manage these urgencies. Sharma (2006) also failed to develop the relationship between increased sales performance and time management, although the intent in the relationship between the personal life strategies of the sales representative and relative performance may reveal the need for time management skills.

At least one view of the issues surrounding time management in sales was that trends and fads existed in efforts to maximize sales (Pelham, 2006; Reilly, 2005). Increasing the amount of time that a sales representative spends in front of a customer produced increased sales performance (Aronauer, 2007; Bremen, 2006). Nadeau (2007) claimed that all activities that did not add value for the

client or allow for better decisions by management. Given the scarce nature of time, time management efficiency was one way to allow additional activities that added revenue for the organization.

Described in the literature were time management and sales performance, both independently and indirectly. Few authors, however, combined the two in a manner by which any empirical evidence supported the need for an incorporation of time management in the skills of the sales representative. Farber (2005) suggested techniques for sales representative to close sales and asserted that high sales call volume increased sales prospects; hence, convert additional sales opportunities to sales orders with the added efficiency with the development of time management skills.

Blades (2007) asserted that sales people wasted about three hours every day on non-productive clients. While this waste addressed the need for rationalization of the list of actively solicited customers, Blades posited that a sales representative should create a long-term sales plan, well in advance with the highest potential clients. The use of a formalized time management system allowed such long and short-term differentiation, hence ensuring that impulsive and non-productive time did not dominate the sales effort.

While teaching an evening course to adult college students, a VP of Sales and Marketing for the Pavilions Corporation in Vancouver, Canada, shared this slogan, "If you don't sell, something terrible will happen" (N. Stowe, personal communication, April 15, 1990). Stowe's slogan echoed research from the last three decades in sales performance. Studies assisted the sales manager with the development of those tools toward an ever-increasing performance by the sales team. Wilson et al. (2002) confirmed management's efforts toward the training of the sales group. Walker et al. (1977) were specific in the areas of performance and motivation and relayed the need for further study to reveal these dimensions.

Whether or not the use of a formalized time management system had a relationship with individual sales performance was unclear. A gap existed in the literature that discussed the relationship between personal time management skills and performance of the sales representative. The gap may exist as a matter of either the study topic, or possibly the absence of a clear definition of time management; however, research in the area of time management as related to sales performance was lacking.

Chapter 2 Summary

The purpose of the literature review in the current study was to exhaust the search for information surrounding the topics of time management and individual sales performance. Searches in time management resulted in areas of activity control (Blair, 2007); assertions that time management was an integral component to sales employment (Blades, 2007; Bradford, 2007; Bremen, 2006; Brock, 2001; Rentas-Giusti, 2002); and findings that personal efficiency was inherently linked to intrinsic reward and job satisfaction (Leach, 1998).

Improved customer satisfaction was a topic referenced as an area that would improve business volume (Gustafson et al., 2005). Gilson et al. (2005) related the concept of customer satisfaction as a dimension to bolster salesperson effectiveness. Working in sales teams also increased customer satisfaction, hence sales performance (Kirkman et al., 2004). Sales performance appeared to have multiple influences and was not necessarily limited to the skills of the individual.

Other individual traits affected sales performance. Authors considered sales competencies such as organizational skills and efficiency as important in increasing sales performance (Bremen, 2006; Brock, 2001;

Leach, 1998; Rentas-Giusti, 2002). Aronauer (2007) found that time in front of the customer was critical. Chipain (2003) claimed an increased capacity of sales performance by those exhibiting a high degree of EI. Efficiency, specific sales representative traits, and personal qualities improved sales performance.

The current study incorporated research on sales performance, drawing on Behrman and Perrault's (1982) model for industrial sales performance. Designed to detect a correlation between the use of personal time management skills and sales performance of sales representatives, the current study used this SP scale and a researcher-developed TM scale to measure the use of personal time management skills. Chapter 3 provides a detailed description of the methodology used for the current study.

CHAPTER 3: RESEARCH METHODS

The purpose of this quantitative, descriptive, correlational research was to determine the strength and direction of the relationship between personal time management and individual sales performance. The research used an internet survey by which to examine the performance of a sample population of industrial electrical sales representatives in Alberta, Canada.

The basis for the study was that organizations potentially benefit from this knowledge for one of two major reasons. First, a significant positive influence might motivate sales leaders to include time management skills in employee development plans. Second, employee development criteria might exclude time management, thus allowing a streamlining of the skills development program.

Chapter 3 contains a detailed discussion of the research method and design appropriateness. Population, sampling, a description of data collection procedures with focus on the research instrument continues the discussion. Finally, an examination of internal and external validity, and the establishing of data analysis procedures conclude the chapter.

Research Method and Design Appropriateness

Research Method

Many research methods in the literature review were quantitative (Alipio, 2004; Bryant, 2005; Spaulding, 2002; Zhong, 2001). Some research methods in the literature review were qualitative (Churchill et al., 1985; Eppler, 1995; Franke & Park, 2006; Franzi, 2003; McLaughlin, 2001; Mulligan, 2003; O'Donnell, 1999; Shank, 2005; Stevens, 1994; Valenti, 2006; Vinchur et al., 1998; White, 2006; Wilson, 2006). The design considered for the current study included both the qualitative method and mixed methods. However, the independent and dependent variables were statistically testable for correlation (Creswell, 2005). The added complexity and administration of a qualitative research method was superfluous in answering the research question and revealing a relationship between variables.

Research Design

When research was carried out to learn "who, what, where, when, or how much," by definition the research was descriptive (Cooper & Schindler, 2003, p. 161). Use a causal study when the researcher was interested in learning how a variable produced changes in another variable. The current research approach revealed the strength and direction of the correlation of the variables, which meant

that a descriptive approach was suitable (Cooper & Schindler, 2003; Creswell, 2005; Neuman, 2003).

Creswell (2005) described correlational methods as appropriate for the measurement of scores and the explanation of relationships among variables. The choice of research design comes from careful consideration toward the inputs and the ability to achieve valid results. Correlational methods were suited for measuring scores and resolving relationships amongst data variables (Creswell). The best way to determine the degree of a relationship was by using correlation statistics. Correlation statistical analyses tested the independent variable – by establishing the use of a time management system or set of skills – and the dependent variable – by measuring sales revenues for the respective sales representatives.

The current study employed the TM scale, developed specifically for the proposed study, to examine the independent variable (personal time management skills). The current study also employed the SP scale and the SOCO scale to measure the dependent variable (sales performance). The combined scales into one survey instrument resulted in numeric data to be statistically tested.

Method and Design Appropriateness

Research design structure was a choice made by the researcher and was an important component of the overall research process. This design determined data collection, data analysis, and data interpretation procedures. Cooper and Schindler (2003) asserted that when more than one approach to a research design existed, the researcher must select the most suitable design.

The basis for choosing a quantitative, correlational research method was the need for resolution of a research question. Neuman (2003) stated, "Quantitative research addresses the issue of integrity by relying on an objective technology" (p. 142). Selection of this research process related to the research problem, established after a lengthy review of relevant literature regarding sales performance. This quantitative, correlational research method included a multi-company format, carried out within a single province, and with data collected using an internet-administered survey.

Population, Sampling, and Data Collection Procedures

Population

The defined population was the industrial electrical sales representative population in Alberta, Canada. This population contained about 256 individuals, estimated using

information from Dunn and Bradstreet (2008). This report contains a listing of Alberta electrical sales and manufacturer wholesalers. The estimate of the population derived from sales representatives as 5% the total staffing of each sales company publicly listed available as electrical wholesalers in Alberta.

The following criteria qualified candidates to be included in the overall population, of which all criteria require a positive response during the screening process:

1. Does the participant reside in Alberta and serve, at least in part, the Alberta market?

2. Is the participant a professional salesperson;

3. Is sales the primary livelihood with at least 35 hours per week spent in the job?

4. Does the company employing the participant produce or distribute electrical equipment primarily used in the industrial sector?

5. Does the participant make direct sales calls in the industrial sector of Alberta?

Sampling

Two types of sampling commonly used in research were probability or non-probability sampling (Creswell, 2005). The reasons for the choice in sampling method came from the evaluation of several factors including the resources

dedicated toward the research. Other reasons included the type of target population, participant availability, and propensity of participation.

Probability or random sampling could have been both timely and economical for very large populations, in lieu of sampling the entire population. Probability sampling required a representative selection from the stated population (Neuman, 2003). This type of sampling could have been the most onerous in quantitative research; however, that the sample was representative could be claimed, which created certain advantages when discussing research results (Creswell, 2003). Probabilistic sampling may be the highest quality sampling method, but could have potentially brought high costs and added an unnecessarily large amount of time to data collection process.

Because of the likelihood of lower costs and quicker data collection, the current study used non-probability sampling methods (Neuman, 2003). This sampling method resulted because the sample size and total population were not known in advance (Neuman). Of the numerous non-probabilistic sampling methods, the method for the current research employed convenience sampling.

Convenience sampling was a method of selecting candidates because they were both willing and capable of

completing the proposed survey instrument. This type of sampling created some level of compromise in the research, as the sample was not representative of the entire population. However, the sample provided the required level of information to make a decision about the hypotheses (Creswell, 2003).

Sample size used specific guidelines to produce accurate research results. Populations under 1,000, required a sampling size of about 30% of the population (Neuman, 2003). Populations of about 10,000, required about 10%. Sample size for this population was 152, based upon a confidence level of 95% and a confidence interval of five. The target sample size changed after confirmation of the population through the pre-survey of electrical wholesale companies.

Informed Consent and Confidentiality

Participants in the current study signed a consent form acknowledging the anonymous and voluntary nature of survey responses. Form placement was within the first page of the internet survey instrument and prior to accessing the survey. Participation in the survey had inherent risks such as the possibility of the sharing of personal information and the subject's employment being threatened as a result. The inherent anonymous nature of SurveyMonkey

mitigated these risks, including a published confidentiality agreement in the SurveyMonkey manual (see Appendix B). Benefits to participants included the increase of academic and organizational knowledge about sales performance factors, with the sharing of results with participants upon request.

Participants could have withdrawn from the study at any time, including prior to beginning, as consent to use the information was required prior to accessing the survey. Participants needed to confirm their consent by checking *yes* on the online survey prior to accessing the survey questions. No solicitation of survey participants under the age of 18 took place; however, the industrial sales representative career would not have likely included employees under the age of 18.

The internet survey system, SurveyMonkey, had inherent user protection in maintaining anonymity and confidentiality. Participants of the current study were informed the anonymity of responses and the SurveyMonkey agreement that would protect their confidentiality. Only the researcher and individuals at SurveyMonkey had access to respondent data. Concealing the identity of individual responses resulted from applying data coding.

A guarantee of data confidentiality under the standard agreement with SurveyMonkey ensured the maintenance of complete confidentiality. This agreement included the choice not to collect IP addresses of the respondents. Data storage on a DVD occurred for archive only. Physical destruction of the DVD containing research data takes place three years after the completion of this doctoral research.

Data Collection Procedures

An internet-administered survey of 71 questions collected data. The instrument combined three survey scales. In addition to the appended scales, demographic questions such as gender, age, education, sales position, and employment experience were included.

Administration of the survey to a sample population resulted from creating a list of suitable candidates. Various publicly available lists, such as the membership roster of the Alberta Electrical League, provided potential participant names. This list consisted of active sales representatives in the electrical industrial sales trade within the Province of Alberta, Canada.

Participants received an email inviting them to participate in the proposed research study. SurveyMonkey automatically administered the email invitation, which included a link to the web-based survey. Participants had

one week to return the survey through the web-based system at which time the survey became inaccessible. After data collection, data formatting and data analyses occurred to determine if a relationship existed between the independent and dependent variables.

The survey contained three instruments that used Likert-type ordinal scales. Data collected for the three scales resulted in numeric, ordinal data. The resulting numeric data affirmed the suitability of conducting a correlational analysis of the scores related to the independent and dependent variables.

Instrumentation

The instrument used for the current survey appended two existing scales based in sales and marketing, and a third scale written specifically for the current study. Appendix C shows permission to include the existing scales in the current research survey instrument. The instrument contained four distinct sections. The first section had questions to gather demographic information; the latter sections gathered data representing the dependent and independent variables.

Sales Performance Scale

Common measures of sales performance included sales revenue, sales manager evaluations, peer review, self-

reporting, in which all methods exhibited challenges. Behrman and Perrault (2005) asserted that relying upon sales revenue was a compelling effort toward developing a simple and quantitative measure of sales performance. Many variables existed that prevent sales revenue from being a reliable measure, such as market swings resulting in sales volume changes, territorial inequalities, and other dynamics for which reasonable adjustments cannot uniformly and consistently correct.

Zhong (2001) provided other examples of combined performance measures; however, perceptions about combining measures potentially biased the ratings. To increase honesty in the case of self-rating, researchers might use an anonymous approach (Zhong). In the alternate case of manager evaluation, the possibility for anonymity existed provided the sales manager knew that the sales representative would be unaware of their score. However, to ensure a uniform approach the minimization of bias in personal evaluations was essential.

The instrument provided by Behrman and Perrault (2005) created an understanding of an industrial salesperson's job, and developed scales by which to measure the major responsibilities within the work directive. Using sales management literature, sales textbooks, and sales and

marketing management theory, a large group of criteria resulted in a concise scale of five domains containing the consolidated sales responsibility contents. This scale was that which demonstrated the dependent variable of sales performance using an ordinal data score.

The SP scale (Behrman & Perreault, 1982) and the SOCO scale (Saxe & Weitz, 1982) were directly applicable to the current research. The SP scale considered differences in sales territories, account size, products, and other typical and dynamic industrial sales environment characteristics (Behrman & Perreault). These dimensions, and the specific area of development in industrial sales, supported employing this specific scale.

The SP scale (Behrman & Perreault, 1982) used a Likert-type scale important to the current study because of the concise and specific nature of examining the sales performance of industrial salespersons. The procedure for data collection fit the current study design and was common with both the independent variable scales of SOCO scale and the TM scale. Additional sales studies used the SP scale (Bahakus et al., 1996; Porter, 1994). Use of these scales in similar research gave confidence to the use in the current study. Both scales generated scores used for values of the variables examined.

Sales Orientation-Customer Orientation Scale

A second scale integrated into the instrument validated the results - the SOCO scale developed by Saxe and Weitz (1982). The SOCO scale presented an alternate explanation of the potential sales performance indicated by the SP scale. Customer oriented selling was referred to as "the demonstrated practices by the individual sales representative in a marketing mode or concept" (Saxe & Weitz, 1982, p. 343).

The difference between these two concepts was the individualization of the marketing concept into the real-time acts of an individual sales representative's daily activities and practices. Not only did the SOCO scale allow for a valid measure of the salesperson's inclination to assist customers with their requirement, but the scale also allowed an alternate view, validating correlation between customer orientation and sales performance within the retail sales environment. The industrial market is a different sales environment, with technical explanations and customer assistance commonly required. The incorporated scale provided an alternate explanation for sales performance in the current study and used an ordinal data score.

Time Management Scale

During the literature review, an obvious trend emerged in the study and use of time management. No scale measured the use of time management tools and skills. On searching for time management measures and elements, specific attributes existed between the most suggested and commercially available systems. The scale specifically created for this research to measure time management developed through the comparison of the available tools and the creation of a list of common elements and approaches (Manager, 2008; Nadeau, 2007; Rentas-Giusti, 2002). These common overlapping points represented practices found in time management training (see Appendix A).

Instrument Validity and Reliability

Sales Performance Scale

A self-administered and self-rated survey, the SP scale exhibited high alpha coefficients in a range between 0.81 - 0.90, and a 0.93 for the overall scale (O'Bearden & Netemeyer, 2008). A correlation between the respective sales representative manager evaluation, the profitability information, and need for achievement score existed. Although the relationships were inconclusive when measured individually, the combination of the three variables suggested reliability of the SP scale.

Sales Orientation-Customer Orientation Scale

The second selected scale measured the degree to which a sales representative engaged in customer-oriented sales efforts (O'Bearden & Netemeyer, 2008). This 24-item, self-administered survey revealed an approximate coefficient alpha estimate of 0.83. A correlation against the retest score indicated a practical stability level. This scale also indicated a correlation between customer orientation and both Machiavellianism and social desirability. The inclusion of this instrument provided a cross-examination of sales representative qualities to provide a possible alternate explanation for the topic study relationship.

Time Management Scale

Reliability analysis allows a study of the properties of measurement scales (Creswell, 2005). The reliability analysis procedure was a Cronbach alpha coefficient, a model of internal consistency, based upon the average inter-item correlation. Dissertation sources indicate an alpha coefficient of between 0.70 and 0.80 and above as an acceptable level (DeFazio, 2003; Shank, 2005). Other sources list the generally accepted minimum level as 0.70; however, the coefficient was calculated after the instrument was administered to the pilot study group.

Before the administration of the final full survey,

several steps ensured accurate results. Steps included a pilot test on a 5% sample (15 subjects) of the population for the current research. The sample used convenience sampling from Siemens Canada Limited employees, solicited by email, and from both Calgary and Edmonton facilities. The general manager gave permission to use the premises (see Appendix D). SPSS examined the results for validity and reliability statistics.

Internal and External Validity

Internal Validity

Validity and reliability created an understanding of trustworthiness in findings used to formulate plans of action for the corporation. The validity of the incoming data relied upon several factors including the instruments by which the data collection occurred. Although many factors decreased validity, Neuman (2003) stated several areas by which to maintain validity including precise variable definition.

For the current study, the numeric measure of sales revenue was concrete, as was the use of specific sales skills in carrying out sales activities; thus, an assurance precision and simplicity of measurement existed. Other suggestions by Neuman included conducting a study using a simple construct, using pretest exercises to become

familiar with the typical preliminary results, and adjusting the instrument when questions were not producing expected congruency with the instrument structure or intent.

Validity also implied truthfulness and referred to both the suitability of the construct to the research experiment and the confidence of respondents to answer correctly and honestly (Neuman, 2003). Validity may suffer if a poor fit between the construct and the real world exists or if the respondent felt pressured to answer. The web-based nature of the survey could affect the comfort level of the respondents; therefore, an explanation of the anonymous nature of the survey reduced these affects. Careful consideration of survey questions occurred related to the likelihood of honest answers, without threat. The purpose of this research was to compare two specific variables; therefore, respondents comfortable with the anonymous nature of the survey answered correctly and honestly.

External Validity

Researchers seeking results applicable across the entire population and generalized in the topic area must ensure external validity (Creswell, 2005). Eliminating extraneous factors supported a claim of external validity. Avoiding the assumption that the results from the data of

the subject research apply to other people, situations, employment, and other possible frameworks supported a claim external validity. Sufficient external validity threats affect the ability to generalize application of the results of research (Creswell).

Neuman (2003) identified several areas that affect external validity. These threats included realism, the Hawthorne effect, demand characteristics, placebo effect, and reactivity. In the current research, several inherent strategies limited the threats of external validity. Given that the research candidates were all sales representatives, the willingness of the candidates to participate given the busy profession affected the current study.

One strategy to decrease the threat to external validity was the ease of participation in the survey for all individuals in the population by way of using an internet survey. The method of administering the survey also created a congruent level of interaction and of setting, hence consistent treatment. The method of administration possibly limited the affects upon participants becoming involved in the current study.

One inherent feature of the current study was that of the age demographic. Recording specific demographics of the

industrial electrical sales representatives meant that a comparison of these results to other populations to determine similar demographics was achievable. Aside from the demographic consistency, the unique industry used in the current study may allow for transferability to other industrial sales groups working in similar market environments.

Data Analysis

Statistics assisted in gaining an understanding of relationships and tendencies within the data. Descriptive statistics such as central tendency, variability, and relative standing detected trends and tendencies in the data, and provided an understanding of how congruent or varied the data scores may be (Creswell, 2005). Such descriptive statistics also provided a reference point when comparing a single sample score with others. Examples of central tendency included median and mode; of variability included variance, standard deviation, and range; and of relative standing included *z*-score and percentile ranks. Inferential statistical tools assisted in gaining an understanding of the relationships that exist between the dependent variable (sales performance) and the independent variable (time management skills), and the strength and direction of the relationship. The Pearson coefficient

measured the variables for correlation.

The statistical data analyses plan included conducting a correlational analysis between the scores of the independent and dependent variables. The survey instrument also included information about gender, age, education, and employment used to understand relationships. Demographic data confirmed external validity; however, demographic data also allowed for additional analysis. Although time management and sales performance were the main topic of research, an examination of the corresponding hypotheses occurred as indicated in chapter 1 (see Figure 1).

The correlation coefficient was most useful for measuring the association between variables when the association was linear. When the association may be nonlinear, the coefficient may provide an erroneous measure of the correlation (Creswell, 2005). Researchers used the Pearson correlation coefficient for linear data. In the current research survey data, the rank-ordered scale measured most variables. The parametric statistic, Pearson's *r*, was more appropriate in this case. The Pearson correlation coefficient was the measure of linear association related to two variables. Values range between -1 to 1. The sign of the coefficient related to the direction, and the absolute value to the strength of the

relationship. Larger values indicated stronger relationships (Creswell, 2005).

This analysis assumed normally distributed data with rank-ordered scales. This correlation analysis assisted in determining whether or not a significant relationship between variables existed. Should a significant relationship exist, these results potentially indicated immediate actions for sales managers, and possibly suggested future research that might assist with a further understanding of specific attributes by which sales performance improved in the corporate sales efforts.

Chapter 3 Summary

The design of this quantitative correlational research revealed if a relationship existed between the use of time management skills and sales performance of industrial electrical sales representatives in Alberta, Canada. The population studied included sales representatives from several electrical manufacturing companies in Alberta. Participants completed a web-based survey with several questions soliciting demographics, career level, and level of education.

The next section of the survey instrument solicited sales representative's sales performance and sales orientation using the SP scale (Behrman & Perreault, 1982),

and the SOCO scale (Saxe & Weitz, 1982), known scales appropriate for this purpose. The main hypothesis test used correlational statistics to reveal if there was a relationship between personal time management skills and sales performance (Cooper & Schindler, 2003; Creswell, 2005; Neuman, 2003). The final section of the survey instrument tested for the participant's time management training and use of time management skills in their work using a scale created specifically for the current study.

The unique aspect and contribution of this research was the further development of individual sales performance, and the construction of an empirical study describing this relationship. Chapter 3 contained a detailed discussion of the research method and design appropriateness. A description of the population, sampling, and data collection procedures focused on the research instrument. Finally, internal and external validity, and data analysis procedures were established. Chapter 4 framed the data collected and provided an analysis based in quantitative correlational research.

CHAPTER 4: PRESENTATION AND ANALYSIS OF DATA

The purpose of this quantitative correlational study was to examine the direction and degree of the relationship between personal time management and individual sales performance. The TM scale, developed specifically for the current study, measured integrated factors of the independent variable, time management including use of tools, goals and planning, identifying priorities, and flexible scheduling. The SP scale (Behrman & Perrault, 1982) measured the dependent variable, sales performance. The SOCO scale (Saxe & Weitz, 1982) measured the second dependent variable, sales orientation-customer orientation. Administration of these three appended scales took place via the internet.

Chapter 1 included the background and rationale for the further examination of time management and individual sales performance. Contents of chapter 2 included the discussion of relevant sales performance and time management literature and current findings. Chapter 3 was composed as a framework of the methodology and complete description of the current research. Chapter 4 contains the statistical analyses from the data collected based upon the research question and hypotheses. Additionally, chapter 4 contains a summary presentation of the results found in the data

analyses.

Data Collection

Administration of the current research instrument occurred via an online internet-delivered survey through SurveyMonkey. Invitations and participation incentives took place through email invitations delivered via SurveyMonkey. The email invitations contained the web address through which participants could access the survey. About 320 potential participants received the email invitations, about double the amount of the prescribed 152 responses. The reason that the number of email invitations was higher than the estimated population was that about 50% of the candidates were identified as being involved in sales and not necessarily in a field sales role. Some of these misidentified candidates were screened out in the survey process. Two weeks after the initial invitation, 75 responses resulted in 50 valid records. An additional four weeks were required to send reminder emails and complete telephone calls that encouraged additional responses.

After five weeks, responses from 131 participants yielded 81 complete and valid data records. The overall response rate was 42%, with 61% of those responses being suitable for the current research. Upon survey deletion from the SurveyMonkey system, all data was downloaded to a

hard drive and copied to a DVD disc for archiving.

Demographics

The survey instrument contained demographic information including gender, age group, and education level. These questions allowed for demographic analysis of the data. Some results were either noteworthy or of possible concern to the reliability of the research. The demographics of concern were gender and education level, discussed in more detail below.

Gender

Figure 2 illustrated the respondents by gender. Of total participants, 95% (77 respondents) were male. Of total participants, 5% (4 respondents) were female. The sample showed a large proportion of males in the study. An examination of the candidate selection list for gender imbalance, confirmed that only 4-7% of the listed sales representatives in the Alberta electrical field were women. This confirmation was consistent with the current research findings and dismissed the possible bias due to erroneous over-representation of male subjects. As a topic of common knowledge most industrial businesses, including the electrical industry in Alberta contained a majority of male sales professionals.

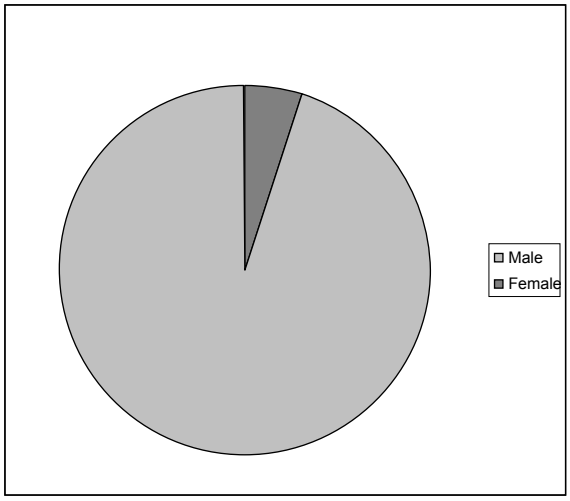

Figure 2. Pie chart of respondents by gender.

Age and Education

As illustrated in Figure 3, about one-half (51%) of the respondents had a college-level education. The ratio of those with a high school diploma was about one-half (25%) of that amount. The third largest group claims to had a university degree (20%). These categories total 96% of the sample; those with less than high school, an advanced degree, or an unknown level of education total only 4% of the sample. More than 70% of the electrical sales professionals in Alberta surveyed had a post-secondary education.

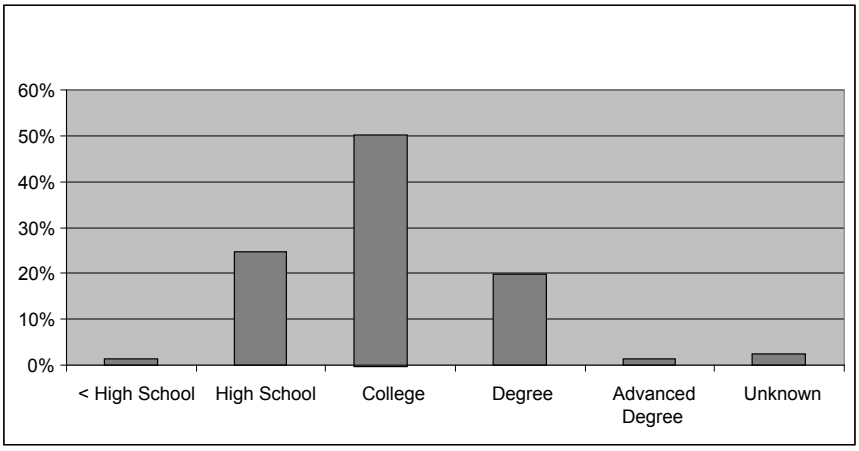

Figure 3. *Bar graph of respondent education level.*

Age groupings were also present. Specifically, the largest group of participants was within a single age category. Over 75% of the sales representatives were between the ages of 26-45 years. Figure 4 contained graphical information about the age distribution of the respondents in the current research. Education levels and age (presuming experience level) showed no significant correlation to the study variables.

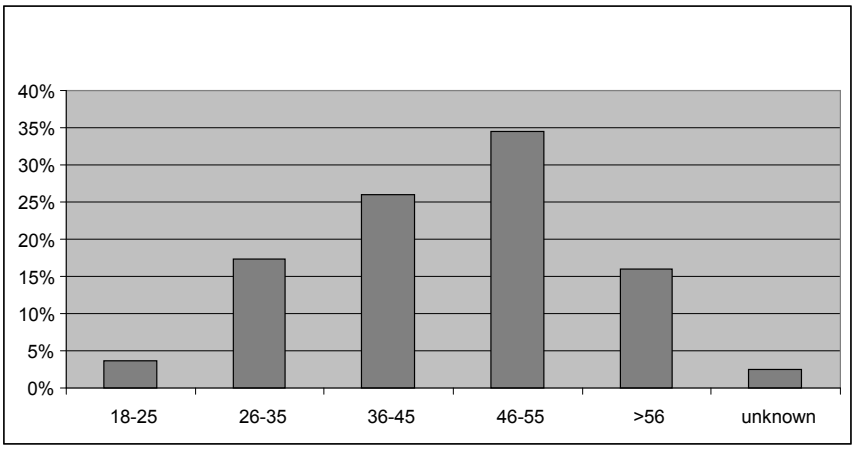

Figure 4. Bar graph of age distribution.

Data Analysis Procedures

The first step was to conduct a pilot study to test for clarity and ease of use. Primary data collection occurred after completing the pilot study. An evaluation of assumptions and data considerations took place prior to completing the final data analyses. A screening of the completed survey data examined missing responses and conformance to the required parameters. Lastly, statistical testing of the current study research hypotheses used SPSS and Microsoft Excel.

Pilot Testing

The final survey instrument that combined the SP scale, SOCO scale, and the TM scale was pilot tested with 16 participants chosen as a convenience sample. Pilot testing was a data collection procedure used to ensure a clear

understanding of the survey instrument and that the associated data produced represented the variables accurately (Creswell, 2005). All of the pilot study participants were from the Siemens Canada, Alberta, split evenly between the Calgary and Edmonton offices. All participants had primary working experience as Alberta electrical product sales representatives. Feedback from pilot study participants indicated ease of understanding and completion. The three scales (SP, SOCO, and TM) included in the current research instrument collected quantitative data representing the independent and dependent variables.

Data Screening

The first screening of data confirmed acceptance of the participation agreement. The second screening was for quantity of missing data. Creswell (2005) claimed that the results of statistical analyses would remain valid with a substitution of less than 15% of missing data in the respective sample. The intended design allowed participants the option to decide whether or not to answer each question, with the purpose of increasing the respondent's comfort in answering the entire internet survey. Although assumed to prevent partially complete surveys, some respondents did stop participating in the middle of the

survey therefore eliminating those responses.

A screening for incomplete data detected 0.57% missing data, well within acceptable limits. The data remaining was also free of any odd or inconsistent responses. The missing data was replaced with the statistical mode of the respective survey question (Creswell, 2005), which provided 81 responses available for analysis.

Internal and External Validity

Validity was integral to developing confidence in the trustworthiness of findings, and developing confidence in formulating organizational action plans (Neuman, 2003). The pretest exercise or pilot survey increased familiarity with the preliminary results, and measured the internal validity using SPSS statistical analysis. Reliability for the SP scale on pilot testing was α=0.87, the SOCO scale was α=0.81, and the TM scale was α=0.90. On completion of the survey, all data was tested, and the overall reliability scale figures was SP α=0.89, SOCO α=0.83, and TM α=0.90. A value of α=0.93 was considered a high Cronbach's alpha coefficient, while α=0.60 was generally accepted as a basic indicator of a scale's internal consistency (Creswell, 2005). All data sets were determined suitable to claim internal consistency for final analysis.

When seeking results applicable across entire populations for a given research topic, external validity must be assured (Creswell, 2005). Compromise of external validity occurred when assuming that results formed from data collected from a unique population applied to other subjects, situations, employment, and possible frameworks (Creswell, 2005). The current research results were for the subject population and, therefore, external validity for extended geographic, demographics, and industries was not implied.

Evaluations of Data Distribution

A determination of the strength and direction of the relationships between the independent variable, time management, and the dependent variables, sales performance and sales orientation-consumer orientation, used correlation coefficients. The research design included either the Pearson correlation for normally distributed data. Creswell (2005) stated that such methods tested whether or not a statistically significant relationship between the variables existed. For this testing, the data examination used SPSS for normal distribution. Normality plot tests helped classify and appropriately apply statistical tests such as the correlation analysis. The Kolmogorov-Smirnov statistic tested normality of data sets

(SPSS, 2005). Results from the current study were normally distributed data sets, as expected with the use of Likert-type scales (Creswell, 2005).

Table 1

One-Sample Kolmogorov-Smirnov Test for Normal Distribution

Statistic	Sub	SP	SOCO	TOOLS	GOALS	PRIORITY	FLEX	TM_TTL
N		81	81	81	81	81	81	81
Normal Parameters	*M*	115.06	189.62	11.95	21.23	13.95	15.11	62.24
	SD	11.74	13.84	3.12	4.73	2.87	2.43	11.31
Most Extreme Differences	Absolute	.064	.079	.093	.098	.112	.136	.100
	Positive	.043	.068	.067	.051	.067	.083	.061
	Negative	-.064	-.079	-.093	-.098	-.112	-.136	-.100
Kolmogorov-Smirnov Z		.575	.714	.839	.878	1.007	1.225	.902
Asymp. Sig. (2-tailed)		.896	.688	.482	.425	.262	.100	.390

Test results:

Test distribution is found to be Normal.

Normal distribution of all data sets, as indicated by a Kolmogorov-Smirnov statistical test and a visual examination of frequency distribution, resulted from examining the data (see Table 1 and Figures 5, 6, and 7). The survey used three scales in Likert-type format, and this format typically resulted in normally distributed data (Creswell, 2005). In cases of normally distributed data, the correlation analysis used Pearson's *r*, as was previously selected in this study. All hypothesis testing

used the Pearson correlation coefficient.

Table 2

Descriptive Statistics of Independent and Dependent Variables

Variables	N	Minimum	Maximum	Mean	SD
SP	81	81	145	115.1	11.74
SOCO	81	156	214	189.6	13.84
TOOLS	81	5	19	12.0	3.12
GOALS	81	9	30	21.2	4.73
PRIORITY	81	5	19	14.0	2.87
FLEX	81	8	20	15.1	2.43
TM_TOTAL	81	30	83	62.2	11.31
Valid N (listwise)	81				

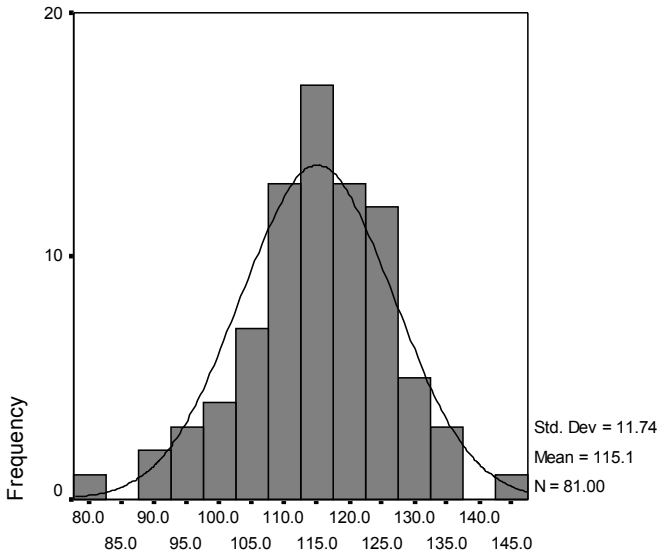

Figure 5. Frequency distribution of Sales Performance scale.

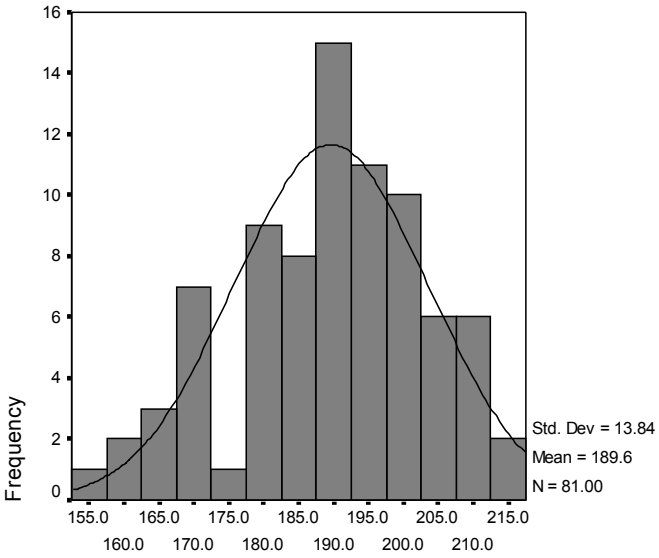

Figure 6. Frequency distribution of Sales Orientation-Customer Orientation scale.

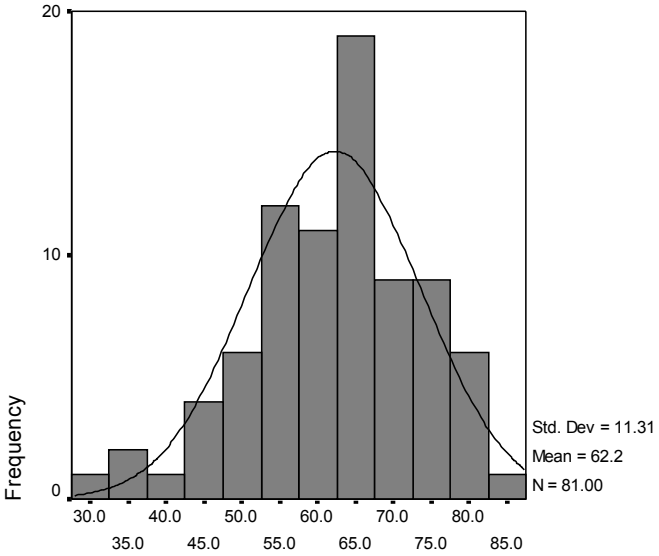

Figure 7. Frequency distribution of Time Management scale.

Hypotheses Testing

Statistical correlational analysis tested the proposed hypotheses. Correlational coefficients measured the strength and direction of the relationship between the independent variable, time management, and the dependent variables sales performance and customer orientation. The correlation analysis determined whether or not a statistically significant relationship existed. The correlation resulted between -1 and +1, with a stronger relationship associated with either extreme (Creswell, 2005). Commonly accepted levels of correlational strength were as follows: Pearson correlation of r = +/-0.50 was strong; r = +/-0.30 was moderate; and r = +/-0.10 was weak (Weinberg & Abramowitz, 2002, p. 136).

After the tests were completed and the data was examined for normal distribution (as shown in Figures 5, 6, and 7), the Pearson correlation tested the aggregate TM, SP, and SOCO scores as well as the TM sub-scores. Pearson's r examined the presence, or lack of presence, of a statistically significant relationship at the $p < .05$ level. SPSS statistical computer program automatically detected significance levels. The conclusion was that the respective null hypothesis would have been accepted with the detection of no significant relationship between

variables; and conversely, that the respective alternate hypothesis would have been accepted with the detection of a statistically significant relationship between variables.

Findings

Pearson correlation statistical analyses tested the main hypothesis and the nine sub-hypotheses in an effort to determine whether or not statistical significance between the variables existed. A rejection of the null hypotheses occurred if the correlation probabilities were below the $p < .05$ level of significance. In an analysis where significance was less than $p < .05$, moderate evidence against the null hypothesis existed (Creswell, 2005). This level of significance also signified that there was less than 5% probability of making a Type I error, erroneously rejecting null hypothesis. Additionally, a level of significance less than $p < .01$ equated to less than a 1% probability of making a Type I error. The level of significance for this research, based upon the subject matter, was set at $p < .05$.

The basis of the analyses was on a single main hypothesis with nine sub-hypotheses. The first hypothesis addressed the possible relationship between the overall TM score and individual SP score. The first sub-hypothesis provided a second explanation of sales performance (Behrman

& Perrault, 1982) by investigating the sales representative level of customer orientation (Saxe & Weitz, 1982) with the SOCO scale. Analysis of the other sub-hypotheses addressed individual facets of time management in relation to aggregate sales performance, and addressed individual facets of time management in relation to aggregate sales orientation-customer orientation. The examination of 10 hypotheses used correlational analysis.

Hypotheses

The current study used a research question to develop the respective hypotheses. The following research question guided the current study and determined the associated hypotheses: Is there a statistically significant relationship between time management skills and an industrial sales representative's sales performance (Blades, 2007; Blair, 2007; Bradford, 2007; Bremen, 2006; Brock, 2001; Nadeau, 2007; Reilly, 2005; Rentas-Giusti, 2002)?

Main Hypothesis: Time Management and Sales Performance

Hypothesis H_0 (Null Hypothesis): There is no statistically significant relationship between time management skills and an industrial sales representative's sales performance.

Hypothesis H_a (Alternate Hypothesis): There is a statistically significant relationship between time management skills and an industrial sales representative's sales performance.

The components of personal time management were defined with as having the following features (Blair, 2007; Chang & Duck, 2003; Rentas-Giusti, 2002): (a) setting goals and planning in detail how time is to be spent; (b) subscription to specific time management tools, using self-developed or commercial programs; (c) developing skills in improvisation for interruptions and crisis management (schedule flexibility); (d) keeping records of activities and other information; and (e) identifying and systematic ranking of activity based on priority. Time management was interpreted and reduced to an aggregate of four dimensions included to the time management scale: (a) use of tools, (b) goals and planning, (c) identifying priorities, and (d) flexible scheduling - in an attempt to determine the internal relationships as well as relationships to the main hypothesis.

A test of the aggregate score of the four time management dimensions for correlation with the sales performance aggregate score (Behrman & Perrault, 1982) revealed a statistically significant relationship between

total time management and total sales performance, $r(81) = 0.46$, $p < .01$. Rejection of the null hypothesis, stating no statistically significant relationship between time management and sales performance, occurred.

Aggregate scores revealed a strong correlation between time management and sales performance, supporting the positions of Aronauer (2007), Bradford (2007), Brock (2001), Nadeau (2007), and Riley (2006) referring to the benefits of understanding time management related to improved performance. Differences of up to 57% in correlation values between highest and lowest of the four subscales of the TM scale existed, revealing that some factors had much stronger influence upon individual sales performance than others. Those relationships were examined further.

Sub-Hypotheses

Sub-hypotheses included the facets of the TM scale and the independent variable scales. If a statistically significant relationship existed, a rejection of the null hypotheses would have occurred and failure to reject the alternate hypotheses would have occurred.

Sub-hypotheses were as follows:

Hypothesis H_{01} (Null Hypothesis): There is no statistically significant relationship between time

management skills and customer orientation.

Hypothesis H_{a1} (Alternate Hypothesis): There is a statistically significant relationship between time management skills and customer orientation.

A statistically significant relationship was not detected, $r(81) = .185$, $p = 0.098$, hence the null hypotheses failed to be rejected. The lack of a significant relationship between TM and SOCO did not imply a lack of interaction in the variables. The SOCO score influenced the SP score. Although a correlation did not appear between the variables, customer orientation and sales performance, a strong positive correlation between the two dependent variables existed. This result was unexpected and the discovery of this relationship generated a condition for further analysis and understanding.

Hypothesis H_{02} (Null Hypothesis): There is no statistically significant relationship between the use of time management tools and sales performance.

Hypothesis H_{a2} (Alternate Hypothesis): There is a statistically significant relationship between the use of time management tools and sales performance.

A statistically significant relationship was detected, $r(81) = .294$, $p < .01$, and the null hypothesis was rejected.

Hypothesis H_{03} (Null Hypothesis): There is no statistically significant relationship between the practice of setting goals/planning and sales performance.

Hypothesis H_{a3} (Alternate Hypothesis): There is a statistically significant relationship between the practice of setting goals/planning and sales performance.

A statistically significant relationship is detected, $r(81) = .398$, $p < .01$, and the null hypothesis is rejected.

Hypothesis H_{04} (Null Hypothesis): There is no statistically significant relationship between identifying one's priorities and sales performance.

Hypothesis H_{a4} (Alternate Hypothesis): There is a statistically significant relationship between identifying one's priorities and sales performance.

A statistically significant relationship was detected, $r(81) = .445$, $p < .01$, and the null hypothesis was rejected.

Hypothesis H_{05} (Null Hypothesis): There is no statistically significant relationship between one being flexible in his or her daily scheduling and sales performance.

Hypothesis H_{a5} (Alternate Hypothesis): There is a statistically significant relationship between one being flexible in his or her daily scheduling and sales

performance.

A statistically significant relationship was detected $r(81) = .463$, $p < .01$, and the null hypothesis was rejected.

Hypothesis H_{06} (Null Hypothesis): There is no statistically significant relationship between the use of time management tools and customer orientation.

Hypothesis H_{a6} (Alternate Hypothesis): There is a statistically significant relationship between the use of time management tools and customer orientation.

A statistically significant relationship was not detected, $r(81) = .068$, $p = .549$, and the null hypothesis failed to be rejected.

Hypothesis H_{07} (Null Hypothesis): There is no statistically significant relationship between the practice of setting goals/planning and customer orientation.

Hypothesis H_{a7} (Alternate Hypothesis): There is a statistically significant relationship between the practice of setting goals/planning and customer orientation.

A statistically significant relationship was not detected, $r(81) = .189$, $p = .091$, and the null hypothesis failed to be rejected.

Hypothesis H_{08} (Null Hypothesis): There is no statistically significant relationship between identifying

one's priorities and customer orientation.

Hypothesis H_{a8} (Alternate Hypothesis): There is a statistically significant relationship between identifying one's priorities and customer orientation.

A statistically significant relationship was not detected, $r(81) = .126$, $p = .263$, and the null hypothesis failed to be rejected.

Hypothesis H_{09} (Null Hypothesis): There is no statistically significant relationship between one being flexible in his or her daily scheduling and customer orientation.

Hypothesis H_{a9} (Alternate Hypothesis): There is a statistically significant relationship between one being flexible in his or her daily scheduling and customer orientation.

A statistically significant relationship was detected, $r(81) = .257$, $p < .05$, and the null hypothesis was rejected.

Figure 8 summarized the data analysis findings after having used Pearson's correlation coefficient.

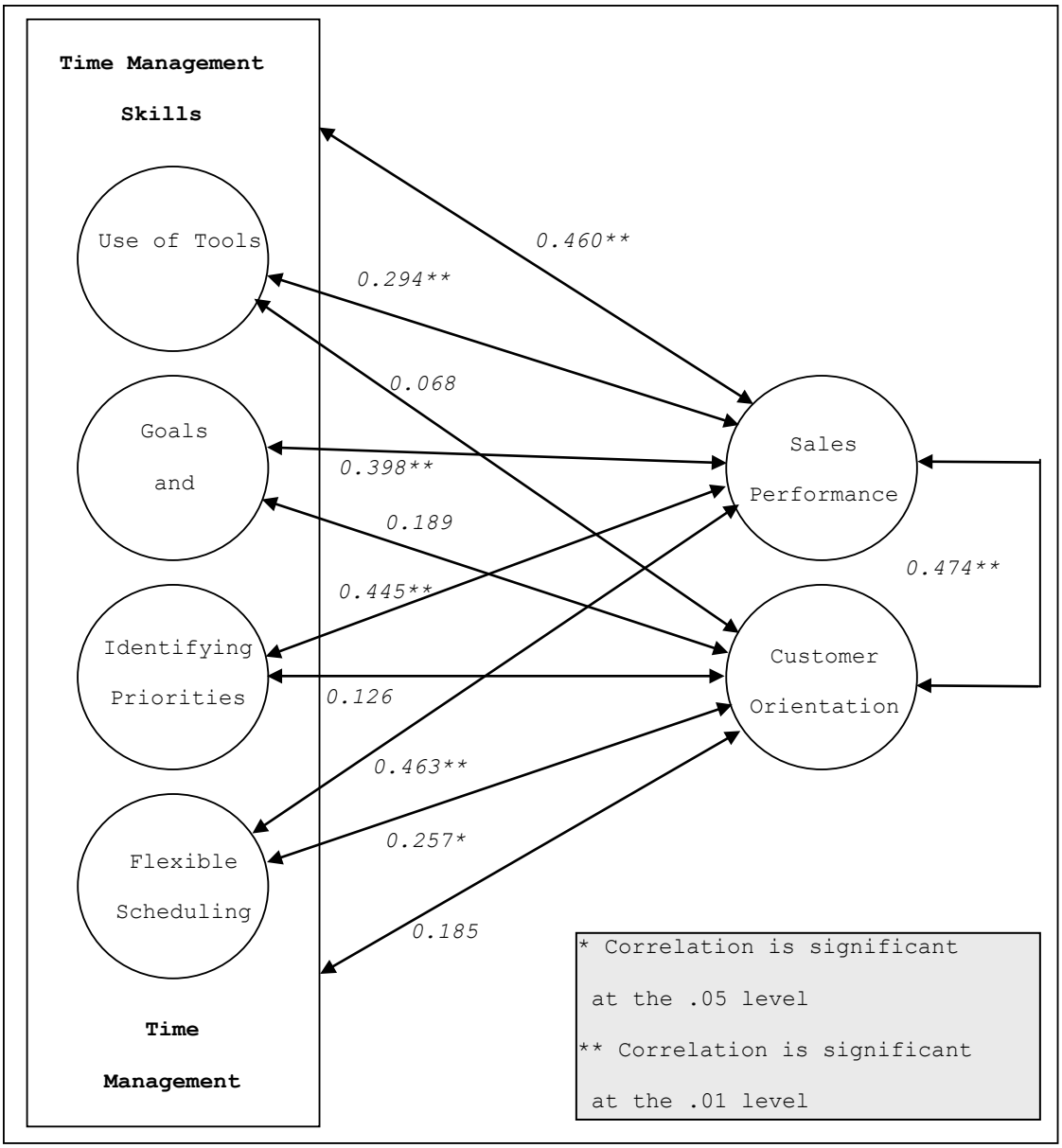

Figure 8. Correlation summary.

Chapter 4 Conclusions

Chapter 4 included results and data analyses from the current research. A pilot study confirmed that participants easily understood the survey. The pilot study also provided an opportunity to measure the reliability of the TM scale,

specifically developed for the current study. An analysis of the demographics of the survey respondents revealed an imbalance of male and female sales representatives. This ratio of 95% male and 5% female was congruent with the participant target list. The results of the correlational testing supported relationships between the main and several sub-hypotheses. Chapter 5 contains an interpretation of the findings from the data analyses; a discussion of the implications derived from the findings of the research, associated theory, and other research; and a discussion of the limitations of the current study. Suggestions for future research are also developed.

CHAPTER 5: CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this quantitative descriptive correlational research was to determine the strength and direction of the relationship between personal time management and individual sales performance. The research used an internet survey to collect data that measured the performance of a sample population of industrial electrical sales representatives in Alberta, Canada. The potential benefits that organizations could realize from this knowledge formed the basis of the need for the study. Sales leaders should be motivated to include time management skills in employee development plans upon finding a significant positive influence. Alternatively, adjusting the sales representative training content with regard to the components of time management, could ensure optimization with respect to this quality in sales skills development.

Chapter 5 contains a discussion of findings from the data analysis referred to in chapter 4. The chapter 5 discussion leads into the issues surrounding the current research scope and respective limitations. Chapter 5 also contains a discussion of the implications of the findings for further research and practical application, and the significance of the conclusions for global leadership.

Presentation of Findings

Segmentation of the current research findings enabled logical presentation. The initial presentation was of the general findings with respect to the independent and dependent variables. The second presentation contained details about the relationship between time management and sales performance. The third presentation contained details about the relationship between time management and customer orientation. The fourth presentation explored the details about the relationship between the four facets of time management and sales performance. The final discussion contained other findings in the data analysis revealed only after the data analysis began.

Presentation 1: Independent and Dependent Variables

The current research designed and execution determined whether or not a relationship existed between time management and sales performance. The results of the data analysis supported a positive significant correlation between time management and sales performance, $r(81) = .460$, $p < .01$. The relationship between time management and customer orientation was not statistically significant, $r(81) = .185$. The two dependent variables, sales performance and customer orientation, were also significantly correlated, $r(81) = .474$, $p < .05$.

While time management was not significantly related to customer orientation ($r[81] = .185$), the relationship between the flexible scheduling facet of time management and customer orientation was significant, $r(81) = .257$, $p < .05$. Further, flexible scheduling was the only facet of time management related to both time management and customer orientation, $r(81) = .463$, $p < .01$.

Interestingly, flexible scheduling could be described as a customer oriented behavior, which supported the assertion that activities carried out with the intent of satisfying and accommodating the customer were most important to sales success. This conclusion makes sense, as the other facets did not seem to be directly addressing the customer's needs; rather they specifically related to the individual practicing time management. Facets of time management that did not directly affect customers may have been important, but possibly existed with a lower sense of urgency.

Presentation 2: Time Management and Sales Performance

The purpose of this research was to assess the relationship between time management and individual sales performance. As previously discussed, the aggregate time management score had a statistically significant relationship to sales performance. Additionally, all of the

four facets of time management were significantly correlated to sales performance: use of tools ($r[81] = .294$, $p < .01$), goals and planning ($r[81] = .398$, $p < .01$), identifying priorities ($r[81] = .445$, $p < .01$), and flexible scheduling ($r[81] = .463$, $p < .01$).

These findings supported the hypothesis of McMurrian (1998) and McKenna (2004) that positive sales effects were associated with time management. Correlation does not imply causation (Creswell, 2005); however, the statistically significant relationship allowed further analysis of the composition of dimensions found in individuals that were important to the result of increased sales performance. Time management appeared to be one of those dimensions.

Zhong (2001) indicted that organizational skills and efficiency were important to increasing sales performance. The results of the current research supported this assertion and a question arose as to whether or not time management training would be effective. Blair (2007) asserted that time management was a key to individual efficiency, and others agreed that efficiency and effectiveness resulted from learned time management skills (Bradford, 2007; Bremen, 2006; Brock, 2001). Other findings supported the assertion that training enhanced time management skills (Frank, 2006; Lambert, 1990; Leach,

1998). Few references addressed the effective teaching of time management skills, so this question required further research. The current research did not address learning and retention or demonstration through other factors such as personality traits.

Of importance was the observation that these results were specific to the facets of time management as defined in the TM scale. This meant that other scales created for this kind of research might reveal slightly different results. On further examination, these facets contained varied levels of correlation with differences between the facets of up to 57%, revealing that some factors had much stronger influence upon individual sales performance than did others. A more in depth examination of those relationships occurs in Discussion 4.

Presentation 3: Time Management and SOCO

The data analysis did not contain statistically significant results for a correlation between time management and customer orientation, $r(81) = .185$. Three of the four facets of time management were insignificantly related to customer orientation: use of tools ($r[81] = .068$), goals and planning ($r[81] = .189$), and identifying priorities ($r[81] = .126$). As previously discussed, the flexible scheduling facet of time management was

significantly related to customer orientation, $r(81) = .257$, $p < .05$.

This lack of a statistically significant relationship did not represent a loss of purpose in this dimension of the research. Results did not necessitate a transitive approach to dependent variables, that is, this result did not indicate that a successful sales representative could not score high in both areas; rather the results indicated that there seemed to be no statistically significant relationship between them. While the primary purpose was to understand whether or not time management was related to a sales representative's customer orientation with the SOCO scale, other results appeared that would not have been detected without the addition of the scale to the instrument. The noteworthy results appear in Discussion 4.

Presentation 4: Time Management Facets and Sales Performance

The four facets of time management included: use of tools, goals and planning, identifying priorities, and flexible scheduling. The relationship between time management and sales performance yielded medium to strong correlations on all facets (see Figure 7 for details). The lowest correlation coefficient was in use of tools, $r(81) = .294$, $p < .01$. The highest coefficient found was between

flexible schedule and sales performance, $r(81) = .463$, $p < .01$. The difference was 57% between the high and low correlation coefficients. This result would possibly suggest that there could have been evidence to support further research on the facets.

The facets of time management were unique behaviors and traits corresponding to practices in daily activities. Although time management was defined as controlled use of a valuable resource (Blair, 2007), a system of personal time management was typically a set of tools used to assist in controlling of the use of time (Rentas-Giusti, 2002). Curiously, the use of tools was the lowest supporting correlational coefficient; however, the correlation was still medium-strong. This finding supported a position that demonstrated behaviors supporting time management were more important than any particular tool, or possibly that the demonstration of time management occurred with some sales representatives and not with others. As such, training for time management may not have been an effective measure to increase the effects upon sales performance. Chang and Duck (2003) included the use of ad hoc tools fashioned from goal setting and priorities, along with training systems, as viable time management systems.

The identify priorities facet was one of the strongest correlations to sales performance ($r[81] = .445$, $p < .01$) and confirmed the opinion of Steward (2004) whose research supported the idea that high-performing sales representatives were both highly skilled in the area of customer requirements as well as understanding and setting priorities. Perhaps setting priorities reflected the understanding of what it took to please a customer, and how to please more customers with chosen activities.

Another strong correlation found was between the time management facet, flexible scheduling, and sales performance, $r(81) = .463$, $p < .01$. This finding supported the sales representative's willingness to act in a manner congruent with the wishes of the client. These two strongest positive correlations – identifying priorities and flexible scheduling –supported the most important behaviors within the time management definition, as maintaining priorities congruent with customer needs and being flexible with the business schedule to assist the customer with his or her own schedule.

Presentation 5: Other Findings

As indicated in Figure 7, the data analysis contained statistically significant results for a positive correlation between customer orientation and sales

performance (Behrman & Perrault, 1982). This positive correlation coefficient was somewhat unexpected, revealed as the highest measured coefficient in the current research. This correlation coefficient was in the same relative numeric range as were some of the facets of time management when related to sales performance. Interpretations from this finding could be that expectations that participants measuring highest in SOCO and in the higher measured facets of time management would maintain higher sales performance than those measuring lower in those dimensions.

Issues of Scope and Limitations

Study participants were individuals working as sales representatives in Alberta, Canada. Sales representatives, as defined in the current study, had a majority of their work in outside sales in the Province of Alberta, Canada, in the electrical wholesaling business. One assumption made was that respondents of the survey answered truthfully. Another possible limitation of this study was the external validity and transferability of findings. Because a small geographic region and single industry was the scope of the population, there is no way to link the findings to other regions or industries.

Gender bias created a potential limitation for both the population studied and the congruent sample from that population. Although most industrial supply companies in Alberta contained primarily male employees (common knowledge), the proportional sample carried accurate findings with gender bias included. An additional study launched in a different industry could result in a more evenly based population with respect to gender. A study in another such industry might assist in gaining a better understanding of the true relationship between time management and all sales representatives.

A potential limitation was the number of responses. Several attempts at gleaning more responses from the intended population of 152 participants resulted in only 131 responses, 81 of which were evaluated as being valid. After running test statistics, and deciding to end data collection at that time, the lesser response rate resulted in a confidence level of 95 with a confidence interval of +/-8%. A larger response to the survey would have formed the basis for a +/-3% higher statistical accuracy of the data analysis. Finally, the validity of this research was limited to the reliability of the two survey instruments, SP and SOCO. A discussion of the reliability and validity of these two instruments occurred in chapter 3.

Implications

This study design intended to assist sales leaders in identifying or confirming dimensions for selection and development of sales employees. Results from the research indicated that time management skills positively influenced the sales performance of individual sales representatives within the framework of the research. A measurement or query concerning the level of developed skills in time management assisted an organizational or sales professional leader to select, further develop, and improve efficiency of the sales force. Measuring and monitoring the time management capabilities of sales individuals enabled training programs that were concise and appropriate for the individual. With knowledge of the increasingly competitive business environment, hiring and developing individuals with an existing demonstration of personal time management skills may assist in being in a more competitive position within the respective market in which the organization serves.

The data analysis from this research supported the theory that time management skills assisted in the increase of sales performance (Behrman & Perrault, 1982). This research relied upon empirical data to support the relationship between the factors of time management and

sales performance as measured through an appropriate instrument of appended scales. One possible implication for organizations confirming that candidate sales representatives who had well-developed time management skills may be better suited. Sales managers could include time management as a selection criterion for their candidates. Using the time management strength of correlation of the facets of time management, organizational sales leaders could segment the level of concentration on specific factors of time management. This could include the level of and type of training that individuals might require in order to maintain an optimum level of time management skills, identified by the TM scale evaluation.

Recommendations for Future Research

A need for further research regarding the correlation between time management and the sales performance existed. One recommendation for further research was the inclusion of samples from additional regions. This study included participants from Alberta, Canada only. Expand the study geographic areas to Canada, North America, the Americas, or globally. Such results could help to determine if the current study results were common amongst other regions, assisting a larger group of sales professionals. Another

recommendation for future research was to include a wider industry sample. While a wider industry sample could have produced different results, the transferability of similar findings to different industries may assist sales leaders.

Additional work on refining the Time Management (TM) scale was considered. The scale was very useful in this research, but future use may benefit from adjust the Time Management facets and future testing upon varied sales representative populations. The future TM scale adjustments could also allow for a greater granularity and deeper definition so that associations such as types of tools used, training methods applied could be identified and isolated for relationships.

Additional measures for future research include confirming sales performance. The current research used a self-administered survey with the SP scale for quantifying the participant's level of sales performance. A more precise measure of sales through the incorporation of sales figures might reveal different results. A second variant of this would have been the type of product sold. Participants were grouped into industrial electrical sales, although several sub-categories existed within this business segment. Sub-categorization could also have been revealing of different relationships.

Chapter 5 Summary

The correlational analysis clearly supported the relationship between the aggregate score and facets of time management. This correlation confirmed the relationship between the primary components of time management and increased individual efficiency and effectiveness (Blair, 2007; Chang & Duck, 2003; Rentas-Giusti, 2002). Because the definition of a time management in the current research included only substantive training linked to the perpetuation of skills via tools, there may be some difficulty in interpretation. The results of this research, if interpreted strictly by the research data results, could suggest that time management contributed to increased sales performance for the target subjects. This finding would support the initiation or continuation of time management training for sales employees in the target population.

The correlation between the use of time management tools, although maintaining a moderate correlation (Creswell, 2005), was the weakest of all facet relationships to sales performance. This finding may indicate that time management skills were borne not only by those specific trained, but that additional research may be required to complete the correlation to the secondary relationship of time management training. The research then

supported time management behaviors as contributors to increased sales performance, but supported little of the correlation between time management training and sales performance.

The flexible scheduling facet maintained the highest positive correlation to sales performance ($r[81] = 0.474$, $p < .01$). This result may follow some logic in the additional observation that the highest correlation found was that between the customer orientation aggregate score and sales performance at $r(81) = 0.47$, $p < .01$. A flexible schedule and high customer orientation, then, may have been in the same dimension, being mindful of the customer in several ways such as defined by SOCO and as associated with being flexible in one's time with the customer. Additional to this remarkable finding, a confirming component of the relationship triangle existed, whereby a medium correlation existed between the flexible scheduling facet and SOCO scale with no other related facets.

Chapter 5 Conclusions

Chapter 5 contained the discussion of the data analyses as well as an interpretation of the data. These results supported the notion that sales representatives with good demonstrated time management skills tended to have better individual sales performance. The current study contained

empirical data supporting relationships between all four factors of time management and sales performance as measured through the SP and TM scales. One suggestion for leaders of organizations seeking higher levels of sales performance from their representatives was to ensure that sales representatives were trained in and maintained a personal system of time management in their skill competencies.

Significance in this research was found based upon the need for the leaders of sales organizations to consider promoting efficiencies to their companies. Improved sales representative efficiency and effectiveness were possible solutions (Blair, 2007; Bradford, 2007; Bremen, 2006; Brock, 2001), and the findings of this study filled a portion of a gap in the research with respect to understanding that time management skills of a sales representative equated to increased personal sales performance. This knowledge may have been valuable to sales leaders and human resource leaders charged with increasing organizational performance, staff retention, and perhaps in developing screening processes for sales groups.

Sales leaders had an endless job of choosing methods and sales representative dimensions in an effort to optimize sales results. The value of this research resided

in the revealing of possible improvement through increased productivity in managing time. The assumption of time management relevance to sales performance now had empirical evidence. The results of this research supported claims that a consideration of demonstrated time management skills by sales leaders was important to sales performance.

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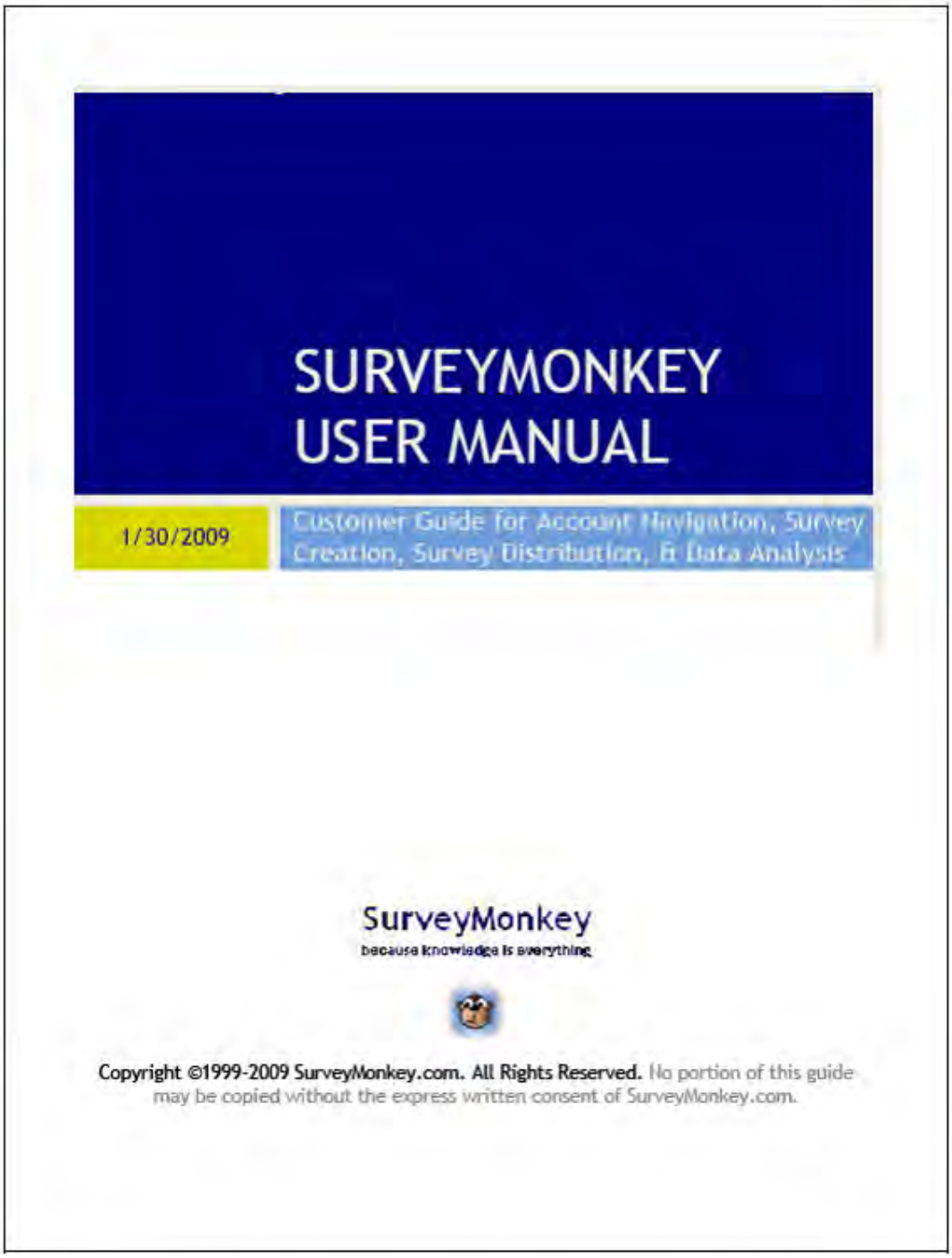
Appendix A: Dependent Variables

by Which Sales Performance has been Studied

Ability (Zhong, 2001)	*Behaviors* (Dixon, 1999)	*Listening Skills* (Castleberry & Shepherd, 1993)	*Emotional Intelligence (EI)* (Bryant, 2005; Chipain, 2003; Deeter-Schmelz & Sojka, 2003)
Cultural Diversity Awareness (Bush, 1994)	*Perceptions* (Lambert et al., 1990; Wilson et al., 2002)	*Empathy* (McBane, 1990)	*Personality Characteristics* (Hamer, 2001; Porter, 1994)
Psychographics (O'Donnell, 1999)	*Consultant-type Activities* (Pelham, 2006; Pettijohn, Pettijohn, & Taylor, 2007)	*Sales Styles* (Rhoads, 1988; Rich, 1996)	*Life Management* (Rentas-Giusti, 2002; Sharma, 2006)
Expert Reasoning (Shepherd, 1989)	*Account Size* (Stevens, 1994)	*Taxonomy of Dimensions* (Swanson, 2003)	*Meta Analysis* (Churchill et al., 1985)
Adaptive Selling (Franke & Park, 2006; Giacobbe et al., 2006; Johnson, 1994; Longfellow, 1995; McMurrian, 1998; Park & Holloway, 2003; Porter, 1994; Rowland, 2001)		*CRM and Sales Force Automation* (Ahearne et al., 2004; Hunter & Perreault, 2006)	*Intelligence* (Verbeke et al., 2008)

Appendix B: SurveyMonkey Confidentiality Policy



Follow these three steps to cancel your auto-renewal of the professional subscription:

Step 1: Click on the My Account tab.

Step 2: Click on the Account Summary button on the left hand side of the screen.

Step 3: Click on the Cancel Renewal button.

Click here to see how to stop the cancellation request on your account!

11. How do you keep our data secure?

Our privacy policy states that we will not use your data for our own purposes. The data you collect is kept private and confidential. You are the owner of all data collected or uploaded into the survey. In regards to the security of our infrastructure, here is an overview of our setup.

We do offer SSL encryption for the survey link and survey pages during transmission. The cost is an additional $9.95 per month. The servers are kept at Inflow - http://www.sungard.com.

Physical

- Servers kept in locked cage
- Entry requires a passcard and biometric recognition
- Digital surveillance equipment
- Controls for temperature, humidity and smoke/fire detection
- Staffed 24/7

Appendix C: Permission to use Instruments

UNIVERSITY OF PHOENIX

REQUEST TO USE AN EXISTING SURVEY/SCALE/INSTRUMENT

Date 2009/01/10

Professor Barton Weitz
200 Bryan Hall 2736 NW 20 Street
Department of Marketing Gainesville, FL 32605
College of Business Administration (352) 373-1393
University of Florida
Gainesville, Florida 32611
Phone (352) 392-7166
FAX (352) 392-4379

Email: bart.weitz@cba.ufl.edu

I write to you for permission to use The SOCO Scale in my sales performance research study. I am requesting reproduction of your instrument at no charge with the following considerations and agreement:

- I will use this survey only for my research study and will not sell or use it with any compensated management/curriculum development activities;
- I will use it in coordination with other scales to survey my target population either in writing or online using a survey platform such as Surveymonkey.com;
- I will include appropriate copyright statements on all copies of the instrument, including the online version;
- I will observe any other reasonable requests that you may have contingent to my applying your work.

If the above are acceptable terms and conditions, please indicate so by signing one copy of this letter and returning it to me.

Warm regards,
Donald B. Wilson
University of Phoenix Student

Signed: **Date:**

Barton Weitz 1/12/2009

1

UNIVERSITY OF PHOENIX

REQUEST TO USE AN EXISTING SURVEY/SCALE/INSTRUMENT

Date 2009/01/10

Dr. William Perrault
Bill_Perrault@unc.edu

I write to you for permission to use The Sales Performance Scale in my sales performance research study. I am requesting reproduction of your instrument at no charge with the following considerations and agreement:

- I will use this survey only for my research study and will not sell or use it with any compensated management/curriculum development activities;
- I will use it in coordination with other scales to survey my target population either in writing or online using a survey platform such as Surveymonkey.com;
- I will include appropriate copyright statements on all copies of the instrument, including the online version;
- I will observe any other reasonable requests that you may have contingent to my applying your work.

If these are acceptable terms and conditions, please indicate so by signing one copy of this letter and returning it to me.

Warm regards,

Donald B. Wilson
University of Phoenix Student

Signed: **Date:** 1.21.2009

Appendix D: Permission to use Premises

University of Phoenix

INFORMED CONSENT: PERMISSION TO USE SIEMENS PREMISES, SALES REPRESENTATIVE SUBJECTS

Siemens Canada Ltd.

I, hereby authorize Donald Wilson, student of the University of Phoenix, to use the Siemens premises, and sales representatives as subjects, to conduct a study entitled EXAMINING THE RELATIONSHIP BETWEEN PERSONAL TIME MANAGEMENT AND INDUSTRIAL SALES REPRESENTATIVE PERFORMANCE.

Signature: Frank DeWinter Date: 2009/02/09

Frank DeWinter

Title: Business Unit Manager, I DT LD

Edmonton, Alberta

Name of Facility: University of Phoenix,

School of Advanced Studies

Appendix E: Invitation to Participate

1. Invitation to Participate

The following information is provided to help you decide whether you wish to participate in the subject study. You are free to decide whether or not to participate and are hereby notified that you may withdraw at any time without further concern.

The purpose of this study is to determine individual professional practices with one's perception of personal sales efficacy.

Data will be collected using a one-time internet survey shortly after your agreement to participate. The survey data will be the only data collected in the study. You may ask questions about the study before or after participating. I would be happy to share the findings with you after this research is completed. Benefits include the increase of knowledge in sales performance factors, with results being shared with all subjects who participate. Your name will not be associated with the research findings in any way, and only the researchers will know your identity. No data revealing your responses and identification will be shared with any person or party.

As part of completion of doctoral studies:

Donald B. Wilson
University of Phoenix
Doctoral Student
1148 Summerside Dr
Edmonton, AB, T6X 1C6
+ 1 780 242 0248

Appendix F: Informed Consent Form

2. Informed Consent Form: "The Relationship between Personal Time Management a...

Please sign this consent form by checking yes below. You are signing it with full knowledge of the nature and purpose of the procedures. A copy of this form will be given to you to keep on request. Participation in the survey has inherent risks such as the highly unlikely possibility of personal information being shared and the subject's employment being threatened as a result. The only person with access to the data will be the author of the current research, and all data will be coded in such a manner as to hide the identity of individual responses. This is strictly followed through the engagement of a confidentiality adjustment on SurveyMonkey, a feature used to ensure that complete confidentiality is maintained, including the choice by the surveyor not to collect the IP address of the respondent. The data will be stored by the author until 3 years after the doctoral research is complete.

As part of completion of doctoral studies:

Donald B. Wilson
University of Phoenix
Doctoral Student
1148 Summerside Dr
Edmonton, AB, T6X 1C6
+ 1 780 242 0248

1. I hereby acknowledge my agreement to take part in this scholarly study.

- I agree
- I decline

Appendix G: Confidentiality Agreement for Pilot Study

Confidentiality Agreement

Frank DeWinter
Siemens Canada Ltd.
6652 50 St NW
Edmonton, AB, T6B2N7

2009-03-16

Frank:

The purpose of this study is to determine individual professional practices with one's perception of personal sales efficacy.

Data will be collected using a one-time internet survey shortly after your agreement to have Siemens participate. The survey data will be the only data collected in the study. Subjects may ask questions about the study before or after participating. I would be happy to share the findings with you after this research is completed. Benefits include the increase of knowledge in sales performance factors, with results being shared with all subjects who participate. Your name will not be associated with the research findings in any way, and only the researchers will know your identity. No data revealing your responses and identification will be shared with any person or party.

The only person with access to the data will be the author of the current research, and all data will be coded in such a manner as to hide the identity of individual responses. This is strictly followed through the engagement of a confidentiality adjustment on SurveyMonkey, a feature used to ensure that complete confidentiality is maintained, including the choice by the surveyor not to collect the IP address of the respondent. The data will be stored by the author until 3 years after the doctoral research is complete. No information will be shared with any other party for any other reason.

Confidentiality hereby assured:

As part of completion of doctoral studies:

Donald B. Wilson
University of Phoenix
Doctoral Student
1148 Summerside Dr
Edmonton, AB, T6X 1C6
+ 1 780 242 0248

Appendix H: Survey Instrument

2. Section 2: Sales Performance, Instructions

Please rate your sales performance in the areas below compared to what you perceive to be the performance of an average salesperson in a similar sales situation as yours. Remember, your responses are held in strictest confidence, so please respond as honestly as possible: 5 = outstanding; 4 = above average; 3 = average; 2 = below average; 1 = need substantial improvement.

1. Producing a high market share for your company in your territory.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

2. Making sales of those products with the highest profit margins.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

3. Generating a high level of dollar sales.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

4. Quickly generating sales of new company products.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

5. Identifying and selling major accounts in your territory.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

6. Producing sales or blanket contracts with long-term profitability.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

7. Exceeding all sales targets and objectives for your territory during the year.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

8. Knowing the design and specifications of company products.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

9. Knowing the applications and functions of company products.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

10. Being able to detect causes of operating failure of company products.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

11. Acting as a special resource to other departments that need your assistance.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

12. Keeping abreast of your company's production and technological developments.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

13. When possible, troubleshooting system problems and conducting minor field service to correct product misapplications and/or product failures.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

14. Carrying our company policies, procedures, and programs for providing information.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

15. Providing accurate and complete paperwork related to order, expenses, and other routine reports.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

16. Recommending on your own initiative how company operations and procedures can be improved.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

17. Submitting required reports on time.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

18. Maintaining company specified records that are accurate, complete, and up to date.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

19. Operating within the budgets set by the company.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

20. Using expense accounts with integrity.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

21. Using business gift and promotional allowances responsibly.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

22. Spending travel and lodging money carefully.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

23. Arranging sales call patterns and frequency to cover your territory economically.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

24. Entertaining only when it is clearly in the best interest of the company to do so.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

25. Controlling costs in other areas of the company (order processing and preparation, delivery, etc.) when taking sales orders.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

26. Listening attentively to identify and understand the real concerns of your customer.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

27. Convincing customers that you understand their unique problems and concerns.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

28. Using established contacts to develop new customers.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

29. Communicating your sales presentation clearly and concisely.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

30. Making effective use of audiovisual aids (charts, tables, and the like) to improve your sales presentation.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

31. Working out solutions to a customer's questions or objections.

5 = outstanding
4 = above average
3 = average
2 = below average
1 = need substantial improvement

3. Section 3: Customer Orientation: Instructions

Please answer the following questions with responses as: 1=never, 2=almost none, 3=a few, 4=somewhat less than half, 5=about half, 6=somewhat more than half, 7=large majority, 8=almost all, 9=always.

1. I try to give customers an accurate expectation of what the product will do for them.

1=never
2=almost none
3=a few
4=somewhat less than half
5=about half,
6=somewhat more than half
7=large majority
8=almost all
9=always

2. I try to get customers to discuss their needs with me.

1=never
2=almost none
3=a few
4=somewhat less than half
5=about half,
6=somewhat more than half
7=large majority
8=almost all
9=always

3. If I am not sure a product is right for a customer, I will still apply pressure to get him to buy.

1=never
2=almost none
3=a few
4=somewhat less than half
5=about half,
6=somewhat more than half
7=large majority
8=almost all
9=always

3. Section 3: Customer Orientation: Instructions

Please answer the following questions with responses as: 1=never, 2=almost none, 3=a few, 4=somewhat less than half, 5=about half, 6=somewhat more than half, 7=large majority, 8=almost all, 9=always.

1. I try to give customers an accurate expectation of what the product will do for them.

1=never
2=almost none
3=a few
4=somewhat less than half
5=about half,
6=somewhat more than half
7=large majority
8=almost all
9=always

2. I try to get customers to discuss their needs with me.

1=never
2=almost none
3=a few
4=somewhat less than half
5=about half,
6=somewhat more than half
7=large majority
8=almost all
9=always

3. If I am not sure a product is right for a customer, I will still apply pressure to get him to buy.

1=never
2=almost none
3=a few
4=somewhat less than half
5=about half,
6=somewhat more than half
7=large majority
8=almost all
9=always

7. I spend more time trying to persuade a customer to buy than I do trying to discover his needs.

1=never
2=almost none
3=a few
4=somewhat less than half
5=about half,
6=somewhat more than half
7=large majority
8=almost all
9=always

8. I try to help customers achieve their goals.

1=never
2=almost none
3=a few
4=somewhat less than half
5=about half,
6=somewhat more than half
7=large majority
8=almost all
9=always

9. I answer a customer's questions about products as correctly as I can.

1=never
2=almost none
3=a few
4=somewhat less than half
5=about half,
6=somewhat more than half
7=large majority
8=almost all
9=always

10. I pretend to agree with customers to please them.

1=never
2=almost none
3=a few
4=somewhat less than half
5=about half,
6=somewhat more than half
7=large majority
8=almost all
9=always

11. I treat a customer as a rival.

1=never
2=almost none
3=a few
4=somewhat less than half
5=about half,
6=somewhat more than half
7=large majority
8=almost all
9=always

12. I try to figure out what a customer's needs are.

1=never
2=almost none
3=a few
4=somewhat less than half
5=about half,
6=somewhat more than half
7=large majority
8=almost all
9=always

13. A good salesperson has to have the customer's best interest in mind.

1=never
2=almost none
3=a few
4=somewhat less than half
5=about half,
6=somewhat more than half
7=large majority
8=almost all
9=always

14. I try to bring a customer with a problem together with a product that helps him solve that problem.

1=never
2=almost none
3=a few
4=somewhat less than half
5=about half,
6=somewhat more than half
7=large majority
8=almost all
9=always

15. I am willing to disagree with a customer in order to help him make a better decision.

1=never
2=almost none
3=a few
4=somewhat less than half
5=about half,
6=somewhat more than half
7=large majority
8=almost all
9=always

16. I offer the product of mine that is best suited to the customer's problem.

1=never
2=almost none
3=a few
4=somewhat less than half
5=about half,
6=somewhat more than half
7=large majority
8=almost all
9=always

17. It is necessary to stretch the truth in describing a product to a customer.

1=never
2=almost none
3=a few
4=somewhat less than half
5=about half,
6=somewhat more than half
7=large majority
8=almost all
9=always

18. I begin the sales talk for a product before exploring a customer's needs with him.

1=never
2=almost none
3=a few
4=somewhat less than half
5=about half,
6=somewhat more than half
7=large majority
8=almost all
9=always

19. I try to sell a customer all I can convince him to buy, even if I think it is more than a wise customer would buy.

1=never
2=almost none
3=a few
4=somewhat less than half
5=about half,
6=somewhat more than half
7=large majority
8=almost all
9=always

20. I paint too rosy a picture of my products, to make them sound as good as possible.

1=never
2=almost none
3=a few
4=somewhat less than half
5=about half,
6=somewhat more than half
7=large majority
8=almost all
9=always

21. I try to achieve my goals by satisfying customers.

1=never
2=almost none
3=a few
4=somewhat less than half
5=about half,
6=somewhat more than half
7=large majority
8=almost all
9=always

22. I decide what products to offer on the basis of what I can convince customers to buy, not on the basis of what will satisfy them in the long run.

1=never
2=almost none
3=a few
4=somewhat less than half
5=about half,
6=somewhat more than half
7=large majority
8=almost all
9=always

23. I try to find out what kind of product would be most helpful to a customer.

1=never
2=almost none
3=a few
4=somewhat less than half
5=about half,
6=somewhat more than half
7=large majority
8=almost all
9=always

24. I keep alert for weaknesses in a customer's personality so I can use them to put pressure on him to buy.

1=never
2=almost none
3=a few
4=somewhat less than half
5=about half,
6=somewhat more than half
7=large majority
8=almost all
9=always

4. Section 4: Time Management - Instructions

Please rate your behavior in the areas below with responses as provided.

1. I subscribe to a formalized personal time management system.

Yes/No

2. I have been trained in personal time management.

Yes/No

3. I use personal time management in my work.

Yes/No

4. I establish personal and practical goals.

1=never
2=only when required
3=about half the time
4=frequently
5=always

5. I establish priorities based on high-payoff activities

1=never
2=only when required
3=about half the time
4=frequently
5=always

6. I use a priority system in ranking activities.

1=never
2=only when required
3=about half the time
4=frequently
5=always

7. I create my own work environment in all conditions.

1=never
2=only when required
3=about half the time
4=frequently
5=always

8. I handle interruptions efficiently.

1=never
2=only when required
3=about half the time
4=frequently
5=always

9. I experience enhanced communication using my task list and daily log.

1=never
2=only when required
3=about half the time
4=frequently
5=always

10. I use a calendar to efficiently manage my time.

1=never
2=only when required
3=about half the time
4=frequently
5=always

11. I create a daily list of activities.

1=never
2=only when required
3=about half the time
4=frequently
5=always

12. I prioritize the assignment of activities.

1=never
2=only when required
3=about half the time
4=frequently
5=always

13. I record daily accomplishments and/or personal reflections.

1=never
2=only when required
3=about half the time
4=frequently
5=always

14. I plan the next day in advance.

1=never
2=only when required
3=about half the time
4=frequently
5=always

15. I plan in the long term weeks and months in advance.

1=never
2=only when required
3=about half the time
4=frequently
5=always

16. I record information throughout the day.

1=never
2=only when required
3=about half the time
4=frequently
5=always

17. I plan personal activities and tasks.

1=never
2=only when required
3=about half the time
4=frequently
5=always

18. I plan professional activities and tasks.

1=never
2=only when required
3=about half the time
4=frequently
5=always

19. I use the Pareto principal in planning (use the 80-20 rule to determine which things get done).

1=never
2=only when required
3=about half the time
4=frequently
5=always

20. I use specific published techniques in personal time management.

1=never
2=only when required
3=about half the time
4=frequently
5=always

21. I use a self-developed set of personal time management skills.

1=never
2=only when required
3=about half the time
4=frequently
5=always

5. Section 5: Demographic Information

1. Sex

2. Age

3. What is your education level?

4. What is your position at your place of employment?

5. Please enter your place of residence.

City/Town:

State/Province:

Email Address: