THE RELATIONSHIP BETWEEN SALES SKILLS AND SALESPERSON PERFORMANCE: AN EMPIRICAL STUDY IN THE MALAYSIA TELECOMMUNICATIONS COMPANY

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ABSTRACT

The objectives of this paper are to understand the influence of sales skills dimensions namely: interpersonal skills, salesmanship skills, technical skills and marketing skills on salesperson performance in Telekom Malaysia (TM) Berhad, a major Malaysian telecommunication corporation. Data was gathered based on quota sample of 114 salespersons in the company, and the findings show that effects of interpersonal skills positively influenced salesperson performance. However, unexpectedly, the findings also revealed that salesmanship skills, technical skills and marketing skills do not influence salesperson performance.

JEL: M3

KEYWORDS: Sales skills, salesperson performance, telecommunication, Malaysia

INTRODUCTION

The telecommunication services industry in Malaysia has undergone tremendous change - deregulation, new competition, and rapidly changing customer base from the late 1980s. Since then there are six new operators or service providers who have entered the market (International Telecommunications Union (ITU) Report, 2002; 2004). However, the industry consolidation in 2002 had resulted in only four key players in the industry, which are DiGi Telecommunications (DiGi), Maxis Communications (Maxis), TIME dotcom (TIME) and the incumbent, TM Berhad (TM) (ITU, 2004). As a result of the consolidation, there has been more intense competition than ever before among these key players in order to retain or gain market share. Moreover, the competition becomes even more severe when the Malaysian Communications and Multimedia Commission (MCMC) continuously issues new licensees to smaller or niche players. As of 31 December 2005, there were 395 Applications Service Provider (ASP) licensees, 85 Network Facilities Providers (NFP) individual licensees and 94 Network Services Provider (NSP) individual licensees (MCMC Industry Performance Report, 2005). Competition will be further intensified when the domestic market is further liberalised to allow participation of ASEAN registered companies in 2010 once the telecommunication agreement rectified under the AFTA commence (TM Annual Report, 2005).

With respect to market share, TM Berhad continued to maintain its lead in market share with revenue of RM13.9 billion and had some 59% of total market share in 2005, compared to 62% and 61% in 2003 and 2004 respectively. Meanwhile, Maxis improved its market share to 27% from 26% in 2004 and 25% in 2003. Similarly, DiGi had also increased its market share to 12% from 10% in 2004 and 9% in 2003. However, TIME lost another 1% market share to 2% in 2005. As depicted in the statistics above, TM's market share had shrunk by 1% and 2% in 2004 and 2005 respectively, and TM also turned into modest 5% revenue year-on-year growth in 2005, as compared to 12.3% in 2004 (MCMC Industry Report, 2004; 2005; TM Annual Report, 2004; 2005).

At a glance, the latest statistics on market share and business indicate that intense competition has influenced TM's business performance. The company can no longer rest on its laurels as competition is intensifying and will be getting stiffer in the future. The existing and future competitive market outlooks for the company have created great pressure to the company market its products or services so that the company not only can retain but also further improve its market share. Moreover, selling products or services is the most important component of a business. With respect to this, sales groups are forced to work harder in order to provide the revenue streams that support all of TM's business activities. Furthermore, advances in technology results in organisations facing environments that are extremely complex and dynamic. Moreover, consumers are getting smarter and expect the best from sellers to fulfill their demands and satisfy their needs (Atuahene-Gima & Micheal, 1998). Therefore, salespersons in sales groups are perhaps the most important individuals in the firm's marketing communication process since salespersons occupy a boundary position within the organisation. They represent the organisation to customers, interact with them, underpin transactions, ands serve as a mechanism to scan and monitor the external environment (Sohi, 1996). The need to increase market share and be the preferred service provider or seller have motivated management to understand the factors underpinning salesperson performance. Meanwhile, sales performance has been one of the commonly used variables to gauge the salesperson performance (Morris et. al, 1991).

There are many factors that contribute to salesperson performance. Nonetheless, it has been acknowledged that sales skills possessed by salespersons plays a pivotal role in relation to sales performance. Sales skills are one of the key individual–level determinants that contribute to salesperson performance (Churchill et. al., 1985; Churchill et. al., 2000). Ingram et. al., (2004) added that turbulent business environments even forced sales departments to headhunt highly skilled salespersons so as to ensure successful sales.

For many companies, salespersons are the most important marketing tools in the interface between the companies and their customers. Operating at the interface between the organisation and its environment, salespersons perform important boundary-spanning roles (Baldauf & Cravens, 2002). Good salespersons may offer substantial performance improvements in today's increasingly competitive business environment. A top-quality salesperson who maximizes revenues from current existing customers and systematically identifies and manages new prospects well will allow a business entity to grow faster than its competitors (Futrell, 2006). Such efforts are particularly important in an environment where valuable customers have many more options and choices then ever before. Considering the pivotal role played by salesperson in ensuring continued growth of sales, therefore, hiring highly skilled sales personnel organisations becomes critical (Churchill et al., 2000; Ingram et al., 2004; Futrell, 2006). Moreover, many researchers have emphasized the importance of salesperson's skills level on salesperson performance (Churchill et. al., 1985; 2000; Rentz et. al., 2002).

Salespersons' selling skills have long been identified as a determinant of salesperson performance (Churchill et al., 1985; 2000). Churchill et al. (1985) and Ford, Walker, Churchill, and Hartley (1988) who are credited with seminal work in this area found that besides aptitude, role perception, motivation, personality and organizational factors, sales skills also affect salesperson performance. Moreover, in another study, Rentz et al. (2002) categorized selling skills into three dimensions namely interpersonal skills, salesmanship skills and technical skills. These sales skills dimensions had been found to be useful predictors of salesperson performance. Furthermore, Ahearne and Schillewaert (2000) introduced marketing skills as other predictors to a salesperson performance.

With regard to this, although these sales skills dimensions have long been recognized as predictors of salesperson performance, unfortunately ever since TM Berhad's privatization, there have been so far no empirical research conducted to ascertain the individual-level skills factors that contribute to the

performance of salespersons. Furthermore, most previous studies examining the influence of sales skills dimensions on salesperson performance have been conducted in advanced Western economies. Thus, there is a remaining gap in the literature – as no such research has been conducted within a specific telecommunication company i.e. TM Berhad or indeed in the telecommunications industry in Malaysia which is a developing economy and one of the 'tiger' economies of South east Asia. Therefore, this is the first study in company, industry, and the country that attempts to explore this particular relationship.

The remainder of the paper is organized as follows. First, literature review of previous studies that relevant to the topic under study is discussed. Issues discussed include the salesperson performance measure, determinant of salesperson performance, sales skills and its dimensions namely interpersonal skills, salesmanship skills and technical skills. The chapter also describes the research framework and hypotheses. Secondly, the data and methodology section explains the research methodology used in this research. Thirdly, results and discussion sections presents the findings and its analysis. Finally, the concluding remarks section concludes the study by summarizing the major findings, discuss the limitation of the paper and provide suggestion for future research.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Several studies have identified a great number of independent variables that influence salesperson performance (see Churchill et al., 1985; Baldauf and Cravens, 1999; 2002; Piercy et. al., 1997; 1998; Baldauf et. al., 2001; Babakus, et. al., 1996; Barker, 1999; Rentz et. al., 2002). Churchill et al. (1985) found that in terms of the average size of their association with salesperson performance, the determinants were ordered as follows:

(1) role variables, selling skills, motivation, personal factors, aptitude, and organizational factors; and

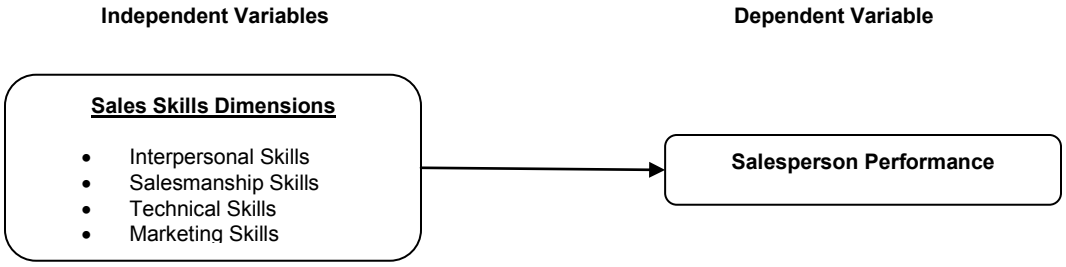
(2) when ordered according to real variation (i.e., not attributable to sampling error), the determinants were ranked as: personal factors, selling skills, role variables, aptitude, motivation, and organizational/environmental factors.

The results of Churchill's et. al. (1985) research indicated that selling skills were the second most important of the five variables, both in terms of average size association with performance and in terms of real variation. Nevertheless, Churchill et. al. (1985) and Rentz et. al., (2002) observed that fewer studies on individuals' characteristics related to selling skills dimensions of salespersons had been conducted before Churchill's et al. (1985) meta-analysis studies. Nonetheless, since the remarkable meta-analysis studies, a considerable amount of research had focused on specific aspects or micro-skill stream of selling skills which focused on individual sales skills (Rentz et. al., 2002). These micro-stream selling skills could be divided into three dimensions which are: interpersonal, salesmanship and technical skills.

With respects to this, the present research attempts to continue from Churchill's et. al's, (1985) remarkable work to examine the influence of sales skills on salesperson performance. Specifically, the present study will investigate the influence of four sales skills dimensions on salesperson performance. The three sales skills dimensions are namely interpersonal skills, salesmanship skills, and technical skills have been adopted from Ford et al. (1988; cited in Churchill et al., 2000), and the other dimension of marketing skills has been derived from Ahearne and Schillewaert (2000).

The present study examines the relationship between selling skills dimensions (interpersonal skills, salesmanship skills, technical skills, and marketing skills) and salesperson performance. The relationships among the variables are shown in Figure 1.

Figure 1: Theoretical Framework



The present study examines the relationship between selling skills dimensions (interpersonal skills, salesmanship skills, technical skills, and marketing skills) and salesperson performance.

Interpersonal Skills and Salesperson Performance

Interpersonal skills refer to mental and communication algorithms applied during social communication and interaction to reach certain effects and results. According to Rentz et al. (2002), the dimensions of interpersonal skills are listening, empathy, optimism and perceived observation skills. These dimensions had been operationalised and empirically tested independently to represent interpersonal skills measures in predicting salesperson performance. Thus, these dimensions are likely to collectively realise effective interpersonal skills and, in turn, salesperson performance as achieving high selling performance apparently requires salespeople with strong interpersonal skills. Comer and Drollinger (1999); Castleberry and Shepherd (1993); Ramsey and Sohi (1997), and Shepherd et. al., (1997) found that effective listening skills was a valuable communication skill for successful salespersons. Meanwhile, Comer and Drollinger (1999) pointed out that empathetic skill contributed to salesperson performance. McBane (1995), Pilling and Eroglu (1994), and Plank et. al., (1996) supported this. Additionally, Rich and Smith (2000) found that individuals possessing high responsive characteristics seem to have greater identification or perceptive observation skills concerning the social style of others which were critical traits for successful salespersons. Jane and Dawn (2002, 2003) also suggested that empathetic and perceptive others' emotion could well explain salesperson performance. Rapisarda (2002) in her research on the impact of emotional intelligence on work performance reaffirmed that empathic competency strongly correlated with performance. In sum, previous empirical studies demonstrated a positive relationship between the four dimensions of interpersonal skills on salesperson performance. Hence, we expect the similar relationship to occur among our sample frame of salespersons in the present study. Thus, the first hypothesis is as follows:

H1: There is a significant positive relationship between interpersonal skills and salesperson performance.

Salesmanship Skills and Salesperson Performance

The dimensions of salesmanship skills can be generally categorized into five subcategories that are: adaptability, consultative selling, negotiation and questioning, and salesperson cues and communication style skills. Previous studies had utilized each dimension independently to represent salesmanship skills in testing its relationship with salesperson performance (Rentz et. al., 2002). Adaptive selling is defined as the salesperson's ability to alter her/his sales behavior when interacting with customers (Weitz, 1981). Adaptive selling is important because it shows the amount of customization a salesperson is employing. Babakus et al., (1996) found a positive association between adaptive selling and salesperson performance and sales organizational effectiveness measures. Boorom et al., (1998) also reported a positive relationship between adaptive selling and several sales outcomes. Besides that, Sujan et al. (1988a) also found a positive relationship between working smart (a dimension of adaptive selling) and salesperson

performance. Negotiation is another important process of selling (Futrell, 2006; Ingram et. al., 2004). Goolby et. al., (1992), and Schuster and Danes (1986) posited that negotiation skills possessed by a salesperson contributed to the salesperson's success. Meanwhile, Morgan and Stoltman (1990) found that there was a positive relationship between adaptive personal selling and questioning, listening, and non-verbal behavior. They stated that a salesperson's perceptual abilities, including probing, asking questions, listening, and detecting verbal and nonverbal clues, provide the basis for adaptive selling. Goolby et. al., (1992) and Schuster and Danes (1986) confirmed these findings when they posited that negotiation and questioning ability possessed by a salesperson contributed to the salesperson's success. Additionally, communication style played a critical influence on a salesperson's ability to close sales (Stafford, 1996; Whittler, 1994; Williams et. al., 1990; Futrell, 2006). Williams and Spiro (1985) found that successful salespersons would be the ones who could adapt their communication styles appropriately to interact with customers. Similarly, William et. al., (1990) also suggested that salespersons who varied their communication styles in relation to the customers might significantly increase the potential to close the sale. Furthermore, one person's nonverbal cues could influence another person's behavior (Cho, 2001). Salesperson nonverbal cues have emerged as a critical component of the successful selling (Leigh and Summers, 2002; Futrell, 2006; Stafford, 1996; Whittler, 1994; Williams et. al., 1990). William et. al., (1990) posited that employing four nonverbal symbolic expressions such as voice qualities, nonverbal vocalization, body movement, and spatial distances might result in likelihood of a sale. Likewise, Peterson et. al., (1995); Schul and Lamb (1982); and Gabbot and Hogg (2000) found that certain voice characteristics correlated highly with output sales performance. Consultative skills are another aspect of salesmanship factor which influence salesperson performance (DeCormier and Jobber, 1993; Goolsby et. al., 1992). Therefore, any conscious effort on the part of the salesperson to adjust the sales environment based on cues from the buyer, and coupled with other complementary salesmanship skills namely consultative selling practices, ability to be an excellent negotiator, skill in probing and questioning customer needs, and possessing commendable communication skills either verbal or nonverbal; should give the seller a positive feeling in terms of their performance as a salesperson. Therefore, the discussion above suggests the second hypothesis which reads as:

H2: There is a significant positive relationship between salesmanship skills and salesperson performance.

Technical and Marketing Skills Influence on Salesperson Performance

Technical knowledge refers to behavior of salespeople in providing information about the design and specification of products and the applications and functions of products and services, On the other hand, salespersons possess knowledge about the industry and trends in general such as customer's market and products; competitors' products, services, and sales policies; knowledge of competitors' product line and knowledge of customers' operations (Behrman and Perreault, 1982, as cited in Baldauf & Cravens, 2002; Futrell, 2006) and these constitute the marketing skills of a salesperson. Thus, both knowledge assets refer to the level of understanding a salesperson has about the business in which he or she operates. An extensive knowledge base is important for a salesperson, since it allows them to cope with the complex market environment. A positive relationship had been empirically supported that the use of technical knowledge results in higher salesperson performance (Babakus et. al., 1996; Cravens et. al., 1993; Baldauf and Cravens, 2002). Moreover, Churchill et. al., (2000), Schoemaker and Johlke (2002), and Ingram et al., (2004) revealed that knowledge of external and organisational environmental issues were crucial for salespersons while performing their selling tasks. Researchers have also identified that customer knowledge is critical for salesperson performance (see Donath, 1993; Smith and Owens, 1995). Ingram et. al. (2004); and Pettijohn and Pettijohn (1994) supported this when they found that customer knowledge was an important topic for salesperson training. It is also recognised that effective salesperson possesses richer and more interrelated knowledge structures about their customers than the less effective (Sujan et. al., 1988b). Moreover, Weitz (1978) posited that there was a significant positive relationship between performance and strategy formulation capabilities (i.e. which requires extensive knowledge of

the market, competitors, products etc.). Additionally, in a remarkable study, Ahearne and Schillewaert (2000) confirmed that marketing skills do influence salesperson performance. Meanwhile, Sengupta et. al., (2000) found that two other individual-level variables namely strategic ability and intrapreneurial ability were significant determinants of salesperson effectiveness or performance. Likewise, Dariane et al., (2001) and Makinen (2004) found that salesperson's product knowledge was important. Complementing the two studies, Ingram et. al., (2004) added and reiterated that product knowledge that a salesperson should possessed include its benefits, application, competitive strengths, and limitations. These findings and discussion provide the basis for the third and fourth hypotheses dealing with salesperson performance. These hypotheses read as:

H3: There is a significant positive relationship between technical skills and salesperson performance.

H4: There is a significant positive relationship between marketing skills and salesperson performance.

DATA AND METHODOLOGY

Data Collection, Population and Sample

The unit of analysis in the present study is individual. The subjects of analysis were salespersons in TM Berhad. Information and database pertaining to Sales Department's organizational structures and list of salespersons were obtained from TM Berhad's Human Resource Department. It shows that there are 900 salespersons in TM Berhad. Cavana, Delahaye and Sekaran (2001) pointed out that the power of the statistical test increases with the number of subjects in the sample. Krejcie and Morgan (as cited in Cavana, Delahaye & Sekaran, 2001) suggested that for a population of 900, the sample size should be approximately 269. Thus, in the present study study, 270 respondents were selected. The data collected and the sampling procedure used was judgmental sampling.

The mode of data collection was electronically self-administrated survey questionnaire (a web/on-line survey). In this Internet-based survey, the questionnaire was posted on the designated Website. By the means of TM's Intranet e-mail, where e-mails' identification of the respondents were obtained, an e-mail that contains the Website address, username and password for access to the Web survey questionnaire was forwarded to all 270 respondents' e-mail addresses at the same time. These respondents were also supplied with unique survey identification numbers so that the researcher could track responses. Respondents were given 4 weeks, from 1 September 2006 to 30 September 2006, to complete the questionnaire, and weekly reminder was sent out to non-respondents. Moreover, the present study adopted supervisor-rating evaluation approach i.e. the supervisor (rater) rated the subordinate (salesperson (s) being rated) under his or her supervision. The survey questionnaire was divided into 3 parts, as shown in Appendix 1, which includes demographic information; sales skills namely interpersonal skills, salesmanship skills, technical skills and marketing skills; and salesperson performance.

The items used to measure interpersonal skills, salesmanship skills and technical skills were adopted from Rentz et al. (2002). While items used to measure marketing skills were adopted from Ahearne and Schillewaert (2000), salesperson performance's items were adopted from Behrman and Perreault (1982). Respondents were asked to indicate their agreement or disagreement with several statements on a seven-point Likert scale from 1=strongly disagree to 7=strongly agree. The Cronbach alpha obtained for the measures were 0.91 for technical skills, 0.87 for marketing skills, .79 for interpersonal skills, .75 for salesmanship skills and 0.81 for salesperson performance.

The sample for the empirical research consisted of 270 respondents, where each were identified as currently supervising at least one salesperson. The respondents were told that participation was voluntary and not compulsory, and thus only 114 respondents returned the completed on-line questionnaire. The

demographic profile of the respondents and salespersons being evaluated are presented in Table 1 and Table 2 respectively.

RESULTS AND DISCUSSION

Respondents' Profile

Out of the 114 decision makers sampled, the majority were managers (50.0 percent), who had accumulated at least 6-10 years of sales experience (36.83 percent), which can be observed to be a large part of their working experience. As such, the main bulk of the respondents had at least 6 years of working experience (32.45 percent). This confirms that the respondents had relevant experience to rate their subordinates' performance. In addition, most of these business unit leaders were males (61.4 percent) and within the age group of 25-35 years of age (55.26 percent). This indicated the relatively new breed of youthful managers in Malaysia who were representative of TM organization's distribution of employees. The main bulk of the sample was from the Malay lineage (87.7 percent) with a minimum education of a bachelor's degree (74.68 percent). The profile of the respondents is shown in Table 1.

Table 1: Profile of Respondents

Variables	Description	Frequency	Percentage
Gender	Male	70	61.4
	Female	44	38.6
Age	< 25 years	10	8.77
	25-35 years	63	55.26
	36-45 years	33	28.95
	46-55 years	8	7.02
Race	Malay	100	87.7
	Indian	4	3.5
	Chinese	5	4.4
	Others	5	4.4
Educational Level	High School Certificate	4	3.5
	Diploma	5	4.4
	Bachelor's Degree	84	74.68
	Master's Degree	21	18.42
Position	Assistant Manager	28	24.56
	Manager	57	50.0
	Assistant General Manager	23	20.17
	General Manager and Above	6	5.27
Sales Experience	<1 year	7	6.14
	2-5 years	38	33.33
	6-10 years	42	36.83
	11-15 years	17	14.9
	>15 years	10	8.8
Working Experience	<1 year	1	.88
	2-5 years	9	7.89
	6-10 years	37	32.45
	11-15 years	30	26.33
	>15 years	37	32.45

Note: Table shows the profile of the respondents participated in the survey. The variables of the respondents are age, race, educational background, position in the organization, sales experience and working experience.

Salespersons' Profile

The total number of salespersons evaluated is 114, which is similar to the number of respondents being sampled. Of those evaluated the majority were Assistant Managers (52.63 percent), who had at least 6-10 years of sales experience (38.60 percent) in the organization. Moreover, the main bulk of the respondents had at least 6 years of working experience (34.21 percent). Most of these salesperson are males (52.63 percent) and within the age group of 25-35 years of age

(61.40 percent). In term of racial distribution, the main bulk of the sample was from the Malay lineage (82.46 percent) with a minimum education of a bachelor's degree (70.17 percent). The profile of salespersons being evaluated is tabulated in Table 2.

Table 2: Profile of Salespersons (N = 114)

Variables	Description	Frequency	Percentage
Gender	Male	60	52.63
	Female	54	43.37
Age	< 25 years	3	2.63
	25-35 years	70	61.40
	36-45 years	36	31.58
	46-55 years	5	4.36
Race	Malay	94	82.46
	Indian	9	7.89
	Chinese	6	5.26
	Others	5	4.4
Educational Level	High School Certificate	3	2.63
	Diploma	6	5.26
	Bachelor's Degree	80	70.17
	Master's Degree	25	21.92
Position	Assistant Manager	60	52.63
	Manager	40	35.09
	Assistant General Manager	14	12.28
	General Manager and Above	0	0
Sales Experience	<1 year	5	4.38
	2-5 years	40	45.08
	6-10 years	44	38.60
	11-15 years	14	15.79
	>15 years	7	6.14
Working Experience	<1 year	0	0
	2-5 years	10	8.77
	6-10 years	39	34.21
	11-15 years	30	26.31
	>15 years	35	30.70

Note: Table shows the profile of the salespersons being evaluated in the survey. The variables of the respondents are age, race, educational background, position in the organization, sales experience and working experience.

Goodness of Measures

Factor Analysis: Survey-based research is constantly being plagued and questioned over the quality of their measures. However, statistical procedures to a certain extent can ascertain the validity and reliability of these measures, assuming sound theoretical assessment had been considered in advance. Referring to the former, a validation procedure utilized in this study was the factor analysis. The procedure allowed the researchers to ensure whether the reduced sets of items were similar to number of concepts that were initially modeled.

In the present study, three factor analyses (see Table 3 – Table 4) were run to verify the postulated dimensionality of the independent and dependent variables respectively by utilizing the Varimax rotation. It should be noted that all factor analyses were diagnosed to have met their underlying assumptions based on their Kaiser-Meyer-Olkin measure of sampling adequacy, and the diagonals of the anti-image correlation matrix to be above .5. Sufficient unique loadings (for more than 1 extracted factor) and ability for each item to account for a minimum of 50 percent of its variation were conditions set in retaining the items.

The examination of the 4-factor solution of the independent variables revealed a combined total variance explained of 69.96 percent. The majority of the variation was taken up by Technical Skills (22.78 percent), followed by Marketing Skills (17.86 percent), Interpersonal Skills (17.51 percent) and finally, Salesmanship Skills (11.82 percent).

Reliability Analysis

Once the variables were validated, they were subjected to a test of internal consistency. This was done determine the extent of agreement between respondents for each dimension, such that a higher score would indicate a higher reliability. The computation of the Cronbach's Alpha being well above the cut-off value of 0.70 (as suggested by Nunnally and Bernstein, 1994) indicated that all measures were reliable. The lowest Alpha registered a value of 0.75 (Salesmanship Skills) and the highest 0.91 (Technical Skills). The Alpha coefficients for all dimensions are reported in the bottom sections of the factor analyses tables (see Table 3-Table 4).

Descriptive Analysis

Items representing their underlying factors were then aggregated. The mean was applied as a measure of central tendency, which indicated that all variables were above their midpoint level as indicated in Table 5. It offers a general picture of the data without unnecessary inundating one with each of the observations in a data set. Out of the four independent variables, Salesmanship Skills was the highest in rating (M = 5.57), while Interpersonal Skills was the lowest (M = 5.37). The dependent variable's (Salesperson Performance) mean value was also within the range of 5 to 6 in the 7-point Likert scale. In other words, all variables exhibited a standard deviation of less than 1.

Predictive and Discriminant Validity

One-tailed Pearson correlation tests were employed to assess predictive validity of the variables (please refer to Table 6 for the results of correlation). All independent variables were found to be significantly correlated with the dependent variable of Salesperson Performance, indicating the achievement of predictive validity. It is also important to note that all the independent variables were not highly correlated, as this is a necessary condition to ensure that strong multi-collinearity effects are not present in the present study.

Regression Analysis

In order to test the hypotheses developed for this study, regression was used. The predictor or independent variables (Interpersonal Skills, Salesmanship skills, technical Skills and Marketing Skills) were entered into a simultaneous regression model predicting Salesperson Performance. Table 7 shows that sales skills dimension significantly explain salesperson performance (R^2 =0.46). R^2 is the proportion of variance in the dependent variable (Salesperson Performance) which can be predicted from the independent variable (Interpersonal Skills, Salesmanship skills, technical Skills and Marketing Skills**)**. The table also indicates that only interpersonal skills significantly (significance levels well below than 0.01) explain salesperson performance whereas salesmanship skills, technical skills and marketing skills did not (significance levels far over than the minimum accepted level of $p<0.05$ in business and social research as suggested by Cavana, Delahaye and Sekaran (2001)). Thus, the finding indicates that 46% of the variance in Salesperson Performance can be predicted from the variable Interpersonal Skills. Hence, it is concluded that only H1 that was posited as there is a significant positive relationship between interpersonal skills and salesperson performance is fully supported in the present study.

Table 3: Factor Loadings for Independent Variables

Items	Factors			
	I	**II**	**III**	**IV**
I. Technical Skills				
Knowledge product development	**.81**	.32	.14	.09
Knowledge product performance	**.82**	.16	.21	.18
Understand product specifications	**.85**	.11	.23	.07
Knowledge delivery process	**.79**	.33	.04	.21
Knowledge product features	**.64**	.13	.24	.43
II. Marketing Skills				
Real time information	.37	**.76**	.25	.00
Is an excellence resource of competitive information	.32	**.72**	.37	.14
Has a lot information on industry trends	.20	**.79**	.16	.25
Is well-informed about important events in our industry	.10	**.80**	.20	.32
III. Interpersonal Skills				
Ability to express	.06	.26	**.76**	-.01
Ability in general speaking	.09	.23	**.70**	.25
Awareness & understanding non-verbal	.43	-.00	**.70**	.03
Ability to control & regulate emotion	.32	.21	**.42**	.21
Ability to influence	.15	.33	**.61**	.32
IV. Salesmanship Skills				
Ability to get buy-in	.23	.27	.44	**.51**
Ability in sales presentation	.30	.11	.46	**.68**
Ability to service account	.15	.2	.02	**.80**
Eigenvalue	3.87	3.04	2.98	2.01
Percentage Variance Explained (69.96)	22.78	17.86	17.51	11.82
Reliability (alpha)	.91	.87	.79	.75
KMO Measure of Sampling Adequacy	.88			
χ^2 (d.f)	1210.24 (136)			

Note: Survey-based research is constantly being plagued and questioned over the quality of their measures. Statistical procedures of factor analysis was utilized to ascertain the validity and reliability of these measures. The procedure allowed the researchers to ensure whether the reduced sets of items were similar to number of concepts that were initially modeled. Sufficient unique loadings (for more than 1 extracted factor) and ability for each item to account for a minimum of 50 percent of its variation were conditions set in retaining the items. The analysis revealed a combined total variance explained of 69.96 percent. The majority of the variation was taken up by Technical Skills (22.78 percent), followed by Marketing Skills (17.86 percent), Interpersonal Skills (17.51 percent) and finally, Salesmanship Skills (11.82 percent). Test of internal consistency was done to determine the extent of agreement between respondents for each dimension, such that a higher score would indicate a higher reliability. The computation of the Cronbach's Alpha being well above the cut-off value of 0.70 indicated that all measures were reliable. The lowest Alpha registered a value of 0.75 (Salesmanship Skills) and the highest 0.91 (Technical Skills).

Table 4: Factor Loadings for Salesperson Performance (Dependent Variable)

Items	Factor
	I
Salesperson Performance	
Effective contribute market share	.89
Generate high level of sales	.93
Effective in exceeding sales target	.90
Eigenvalue	2.47
Percentage Variance Explained	82.16
Reliability (alpha)	.89
KMO Measure of Sampling Adequacy	.73
χ^2 (d.f)	198.431 (3)

Note: Survey-based research is constantly being plagued and questioned over the quality of their measures. Statistical procedures of factor analysis was utilized to ascertain the validity and reliability of these measures. The procedure allowed the researchers to ensure whether the reduced sets of items were similar to number of concepts that were initially modeled. Sufficient unique loadings (for more than 1 extracted factor) and ability for each item to account for a minimum of 50 percent of its variation were conditions set in retaining the items. Test of internal consistency was done to determine the extent of agreement between respondents for each dimension, such that a higher score would indicate a higher reliability. The computation of the Cronbach's Alpha being well above the cut-off value of 0.70 indicated that all measures were reliable. The Alpha registered a value of 0.89.

Table 5: Characteristics of the Variables

Variables	Minimum	Maximum	Mean	Std. Deviation
Interpersonal Skills	3.20	7.00	5.37	.63
Salesmanship Skills	3.00	7.00	5.57	.71
Technical Skills	3.00	7.00	5.48	.80
Marketing Skills	2.00	6.75	5.39	.84
Salesperson Performance	3.33	7.00	5.54	.83

Note: The mean was applied as a measure of central tendency, which indicated that all variables were above their midpoint level as indicated in the table. It offers a general picture of the data without unnecessary inundating one with each of the observations in a data set. Salesmanship Skills was the highest in rating (M = 5.57), while Interpersonal Skills was the lowest (M = 5.37). The dependent variable's (Salesperson Performance) mean value was also within the range of 5 to 6 in the 7-point Likert scale. In other words, all variables exhibited a standard deviation of less than 1.

Table 6: Correlation between Variables

Variables	1	2	3	4	5
1. Interpersonal Skills	1				
2. Salesmanship Skills	.64**	1			
3. Technical Skills	.55**	.57**	1		
4. Marketing Skills	.62**	.59**	.58**	1	
5. Salesperson Performance	.63**	.54**	.51**	.52**	1

*Note: ** Correlation is significant at the 0.01 level. Interpersonal skills, Salesmanship Skills, Technical Skills and Marketing Skills are the Independent Variables. Salesperson Performance is the Dependent Variable. Correlation tests employed to assess predictive validity of the variables. All independent variables were found to be significantly correlated with the dependent variable of Salesperson Performance, indicating the achievement of predictive validity. All the independent variables were not highly correlated, as this is a necessary condition to ensure that strong multi-collinearity effects are not present.*

Table 7: Regression Analysis

Independent Variables (Sales Skills)	Salesperson Performance		
	β	t	p
Interpersonal Skills	.40**	3.952	.000
Salesmanship Skills	.12	1.234	.220
Technical Skills	.15	1.655	.101
Marketing Skills	.11	1.111	.266
R^2	.46		
F change	22.83**		

*** $p<0.01$. Interpersonal skills, Salesmanship skills, Technical Skills and Marketing Skills are the Independent Variables. Salesperson Performance is the Dependent Variable of the present study. The table shows the β, t-statistics, and the significance levels of each independent variable against the Salesperson Performance. Sales skills dimension significantly explain salesperson performance (R^2 =0.46). Only interpersonal skills significantly (significance levels well below than 0.01) explain Salesperson Performance whereas Salesmanship skills, Technical skills and Marketing skills did not (significance levels far over than the minimum accepted level of $p<0.05$). The results indicate that only Interpersonal Skills influences the Salesperson Performance.*

Relationship between Interpersonal Skills and Salesperson Performance

This study found that there is a positive relationship between interpersonal skills and salesperson performance ($\beta = .40$, $p < .01$, $\Delta R^2 = .46$). This finding is consistent with those of previous research which have demonstrated that interpersonal skills significantly predicted salesperson performance (for instance, Ford, Walker, & Churchill, 1988; Pilling & Eroglu, 1994; Anselmi & Zemanek, 1997; Rozell, Pettijohn & Parker, 2006). Another investigation, that was by Lockeman and Hallaq (1982) found that interpersonal skills were the main predictor of sales success. In a similar account, many previous studies have identified interpersonal skills as the single strongest predictor of performance rating dimensions of task

performance, job dedication, and interpersonal facilitation, as well as for an overall rating of performance (for instances, Ferris, Witt, & Hochwarter, 2001; Riggio & Taylor, 2000; Morgeson, Reider & Campion, 2005; Payne, 2005). Meanwhile, Hill and Petty (1995) revealed that interpersonal skills were the strongest predictor of employability. Additionally, in a different research context, Jiang, Klein, Slyke, and Cheney (2003) also established that interpersonal skills of information system's staff significantly related to information system success (proxy of job performance). Moreover, Algae et al. (2002) affirmed that interpersonal skills were positively related to job performance in their study of operators in a public service organization.

The present study demonstrates a similar finding in that interpersonal skills do show a positive relationship with salesperson performance. Interpersonal skills reflect an individual's ability to interact successfully with others and generally foster positive interpersonal relationships (Gibson, Ivancevich & Donnelly, 1997). Hochwarter, Kiewitz, Gundlach, and Stoner (2004); and Churchill et al. (2000) stated that interpersonal skills were reflected in term of effective persuasion, explanation, and other influencing mechanisms, which reveal the ability to persuade and control others. Thus, it is expected that performance of those who had a high level of interpersonal skill would be better. Further, being socially astute may allow individuals to successfully navigate around obstacles that may derail subsequent performance. In this regard, it is plausible that those who possess high levels of interpersonal skills report the highest levels of performance.

The result from the present study demonstrates the importance of interpersonal skills as a means to improve salesperson performance. This result implies that salesperson performance can be enhanced by employing salesperson with high levels of interpersonal skills. Having a choice, most sales organization will expect to have salespersons with higher interpersonal skills so that it can lead to superior sales performance or meet the sales objectives of an organization (Ingram et al., 2004; Futrell, 2006). Furthermore, by hiring salespersons with a higher level of interpersonal skills, would more likely to result in sustaining and building customer loyalty, intention to repurchase, and teh salespersons would be more be more likely to develop long lasting relationships with their customers in accordance with Manning and Reece (2004); and Weitz, Castleberry, and Tanner (1998). This finding is in agreement with one of the deliverables in the current TM's Key Business Plan milestones of TM Berhad whereby the Sales Division is directed to strengthen its sales team in term of salesperson's skills and competence in order to drive revenue or sales (TM Malaysia Business Performance Initiative Plan 2006 Report).

Relationship between Technical Skills and Salesperson Performance

Surprisingly there was no significant relationship in the present study between technical skills and salesperson performance. This is an unexpected finding due to the volume of previous evidence supporting the fact that technical skills influence salesperson performance (for instances, Baldauf, Cravens & Piercy, 2001; Grants & Cravens, 1999; Katiskea & Skarmeas, 2003; Cravens, Ingram, LeForge & Young, 1993). Nonetheless, this finding is consistent with Ahearne and Schillewaert (2000); Barker (1999); and Piercy, Cravens, and Morgan (1997) who established that high technical skills levels possessed by salesperson did not necessarily lead to positive effects in term of salespersons performance.

The absence of significant relationship between technical skills and salesperson performance found in the present study may be explained from three perspectives. First, a technically skilled salesperson sometimes suffers from the problem of transforming their technical knowledge into a manner which is understandable and comprehensive for their customer bases (Baldauf & Cravens, 2001). Given the fact that the salespersons may have to sell diverse product ranges to diverse customers and markets, it is a reasonably expectation that salespersons may face difficulties in effectively applying their technical skills when performing sales activities in such complexity. In addition to that service products sold are often

high technology-related that of necessity undergo continuous and rapid innovation from time to time which may result in a salesperson's technical skills become easily obsolete.

Second, the insignificant relationship is due to the nature of the industry structure, products sold by the salesperson, and also the complexity of sales organizational structure adopted by the corporation where the subjects were drawn from. Subjects of the present study were drawn from service industry which sells intangible products, i.e., provide telecommunication services to diverse customers ranges from institutions to individuals.

With respect to the products, it has been recognized that selling intangible products is much more challenging when compared to selling tangible goods because service products cannot be seen, tested, felt, or heard before they are purchased (Manning & Reece, 2004). Because of service inherent intangibility, consumers are often faced with not knowing what to expect from a service until they have consumed it, and hence perceive services as risky (Coulter & Coulter, 2002). Hence, it would very hard to establish a correlation between technical skills and salesperson performance if salespersons with lower technical skills were tasked to sell such services as revealed in the present study. In this respect, due to diverse kinds of services offerings i.e. more than 50 services, and also diverse range of markets or customers being served may compel companies to designate an engineering support team in each sales unit (either based on market, customers, product or sales regions). The engineering support team has to support the sales team on every aspect of technical matters pertaining to the products during pre-sale, sale and post-sale initiatives. Such arrangements thus reduce the necessity for salespersons to possess sound technical skills or indeed hone these. Therefore, it can be implied that most successful sales are mainly due to the capability of service engineers from the engineering support team to influence customers. Conspicuously, previous research has revealed that service salesperson needs to possess commendable skills and knowledge about the service product they sell in order to influence the customers to buy the service (Coulter & Coulter, 2002).

Third, the insignificant relationship may also be enlightened from the industry structure perception. Being the first telecommunication operator in Malaysia allows the organization the advantage of owning a vast infrastructure nationwide and to monopolizes most available resources that underpin a wide range of telecommunications services product to be offered to the markets. Moreover, the organization is the market leader with 59% of market share of telecommunications industry in Malaysia (MCMC Industry Performance Report, 2005). These early entrant advantages enable the organization to realize and offer extensive telecommunication service products the markets may possibly need as compared to what its competitors could offer. Obviously, this means customers have few options to switch to other service providers since alternative providers may be unable to offer similar service products. Moreover, migrating to alternative telecommunication service providers may cause high switching costs such as incurring costs, a service reliability and performance effect, and less after sales support, and all negative consequences to customers.

These viewpoints imply that technical skills become less crucial for salesperson operating in such an oligopolistic environment, and it implies that technical skills at least according to salespersons' supervisor in the present study have little or no influence on their salespersons performance.

Relationship between Salesmanship Skills and Salesperson Performance

The present study also found no relationship between salesmanship skills and salesperson performance. This means that a high level of salesmanship skills did not correlate with high performance. There was mixed support for hypotheses concerning the main effect of salesmanship skills on salesperson performance. While some prior studies indicated a positive association between salesmanship skills and salesperson performance (for instances, Ford, Walker, & Churchill, 1988; Baldauf, Cravens & Piercy,

2001; Babakus, Cravens, Grant, Ingram & LaForge, 1996; Katsikan & Skarmeas, 2003; Baldauf & Cravens, 1999), other studies have found no association (for instance, Ahearne & Schillewaert, 2000; Grant & Cravens, 1999; Piercy, Cravens & Morgan, 1997); the results of the present study, with respect to the second hypothesis, indicate that salesmanship skills did not influence salesperson performance. This finding does not support the proposition that management can increase salesperson performance by having or recruiting salespersons with high salesmanship skills. Thus, it implies that programs such as training and development of selling skills and having salespersons with longer sales experience which possibly will increase salesmanship skills of salespersons do not seem have much bearing on improving salespersons performance.

The absence of a significant relationship between salesmanship skills and salesperson performance found in the present study may be attributed to similar arguments given to why technical skills did not positively relate to salesperson performance which are: the nature of the industry structure, the diversity of service product offerings and markets served, and the complexity of sales the organizational structure from where subjects were drawn from.

Besides to these arguments, there is one unique reason why the present study reveals no significant relationship between salesmanship skills and salesperson performance. The very healthy financial position of TM Berhad (TM Annual Report, 2005) has allowed the organization to embark on multi-pronged promotional strategies and initiatives to generate product awareness. MCMC's Industry Performance Report 2005 reports that TM Berhad spent RM148.3 million (USD42.37 million) on advertising alone in 2005, making them the top advertiser amongst all telecommunications companies. It is a well-known fact that extensive promotional activities generate better awareness and well-informed customers about product lines offered and consequently underpin generation of more sales to the organization (McDaniel, Lamb & Hair, 2006). Apparently, the promotional initiatives facilitate easier pre-sale, sale and post-sale efforts required by the salespersons. Therefore, with regards to this rationale, it suggests that the need to have high salesmanship skills becomes less crucial to the organization since salesmanship skills provide less influence on improving salesperson performance.

Relationship between Marketing Skills and Salesperson Performance

Market knowledge reflects a salesperson's knowledge about the industry in general (e.g., competition, trends). An extensive knowledge base is important for salespersons, because it allows them to cope with complex market environments. It is expected that salespersons with commendable marketing skills will produce good performance (Leigh & McGraw, 1989; Sujan et al., 1988b). Nonetheless, the result of the present study does not support Ahearne and Schillewaert's (2000) finding that marketing skills have a significant relationship with salesperson performance. The finding of the present study implies that salespersons need not be knowledgeable about the market they served in order to achieve sales objectives.

With regards to the reasons of an insignificant relationship between marketing skills and salesperson performance, similar arguments given to insignificant findings of salesmanship and technical skills are also applicable here in which industry structure (monopolistic industry), extensive promotional activities through advertisement, trade show etc., and complexity of sales organizational structure with clear distribution and demarcation of works between sales and marketing personnel and where the subjects were drawn from have significant impact in disapproving the hypothesis that marketing skills influence salesperson performance. It may also be that TM Berhad is strongly sales oriented, and the relative decency of marketing's potential ascendancy and superiority may be perceived negatively by sales supervisory personnel.

CONCLUDING COMMENTS

The context of the present research has set out to examine the sales skills dimensions namely interpersonal, salesmanship, technical and marketing skills influence on salesperson performance. Based on an extensive literature review, four hypotheses with regards to sales skills dimensions and salesperson performance relationship were posited. The subjects or respondents of the study were salespersons in TM Berhad. A total of 114 respondents from the sample size of 270 participated in the survey. Out of the four hypotheses being examined, support was found for only one hypothesis which demonstrated that there was a significant relationship between interpersonal skills and salesperson performance.

Despite some unusual findings, the results from this study suggest that salespersons that possess excellent interpersonal skills can significantly boost sales performance. Additionally, this study shows that in a monopolistic business environment, interpersonal skills play a pivotal role in salesperson performance. Furthermore, to have a chance making sales, every interpersonal contact must have an objective and every effort must be made to avoid creating win-lose transactions whenever possible. Recognizing the importance of interpersonal skills, sales organizations should give emphasis and efforts to develop improved methods of training and development to enhance their salespersons' interpersonal skills. Training and development initiatives have been proven by many previous empirical studies which can lead to improved interpersonal skills of salespersons (Hunt & Baruch, 2003). Additionally, sales organizations should now treat interpersonal skills as a critical skill component in salesperson recruitment and selection exercises, and also in formulating rewards and recognition policies. In conclusion, the findings thus offer substantive benefits for further academic research and managerial practice. Future studies may serve to highlight and enhance the need for salespersons to either have, or need to develop interpersonal skills as the key determinant of effective selling.

With regards to the limitations of the paper, several limitations of the present study suggest potential direction for future research. First, the present study was confined to salespersons in single organization. Although these were suitable for testing the framework, the use of sample from single organization restricts the generalizability of the findings. While this allows the researcher to control for inter-industry differences, there are limits in our ability to apply these findings to other industries and organizations. A comparative study involving multiple organizations or sample from multiple organizations of similar industry would be useful to test the framework, and thus provide better generalizability of the findings.

Second, the dimensions of salesperson skills in the present research confined to four dimensions which are interpersonal, salesmanship, technical, and marketing skills. Future research should investigate the possibility of adding additional dimensions to salesperson skills that may also influence salesperson performance that have been left out such as general management and financial management skills.

Third, the choice of the respondents i.e. supervisor as evaluator of all sales skills dimensions may also imply some limitations. Ideally, a more diverse group should evaluate salesperson performance. Moreover, the argument can be made that the since salespersons are fronting and dealing with customers, it is suggested that salesperson is best assessed by customers. Customers could rate the salesperson better on those aspects that impact customers' attitudes and their purchase. Furthermore, evaluation from customers may add more meaningful and convincing results.

Finally, the present study was conducted merely using subjective measures of salesperson performance. Therefore, the results of the present study are exposed to some degree of biases and should be interpreted carefully. Studies using both measurements, the objective and subjective measurements; and also adopting supervisor-ratings approach would allow for a richer understanding of the sales performance construct.

APPENDIX

Appendix 1: Survey Instruments

SECTION A:

SALES SKILLS: Sales skills refers to the salesperson's learned proficiency at performing the necessary sales tasks and it includes learned abilities such as interpersonal skills, salesmanship skills, technical skills and marketing skills.

Please indicate your assessment of your salesperson's interpersonal skills, salesmanship skills, technical skills and marketing skills by circling the number in the appropriate column based on the following scales:

1	*2*	*3*	*4*	*5*	*6*	*7*
Highly unskilled	**Unskilled**	**Slightly unskilled**	**Neutral**	**Slightly skilled**	**Skilled**	**Highly skilled**

1.1	***Interpersonal Skills***							
A-1	*Ability to express non-verbally (message without words such as through facial expression, professional appearance, handshake, posture and body movement, eye contact, etc.)*	*1*	*2*	*3*	*4*	*5*	*6*	**7**
A-2	Ability in general speaking skills (such as effective use of words, voice quality or characteristics for example speech rate, loudness and articulation: vocal clarity, and verbal expression, etc.)	1	2	3	4	5	6	7
A-3	Awareness and understanding the non-verbal communication of others (such as facial expression, professional appearance, handshake, posture and body movement, and eye contact, etc.)	1	2	3	4	5	6	7
A-4	Ability to control and regulate non-verbal displays of emotion (such as anger, anxiety, joy, and delight, etc.)	1	2	3	4	5	6	7
A-5	Ability to exercise influence over others.	1	2	3	4	5	6	7
1.2	***Salesmanship Skills***							
A-6	*Ability to get buy-in from customers*	*1*	*2*	*3*	*4*	*5*	*6*	**7**
A-7	Ability to communicate the sales presentation clearly and consistently.	1	2	3	4	5	6	7
A-8	Ability to service customers' account.	1	2	3	4	5	6	7
1.3	***Technical Skills***							
A-9	*Skills and knowledge concerning how the company's products were developed.*	*1*	*2*	*3*	*4*	*5*	*6*	**7**
A-10	Skills and knowledge concerning the performance data on the company's products.	1	2	3	4	5	6	7
A-11	Ability to understand product general specifications of the company's products.	1	2	3	4	5	6	7
A-12	Skills and knowledge about the delivery process of the company's products.	1	2	3	4	5	6	7
A-13	Skills and knowledge about products features and benefits.	1	2	3	4	5	6	7
1.4	***Marketing Skills***							
A-14	*Ability in obtaining real time information about changes in customers' needs*	*1*	*2*	*3*	*4*	*5*	*6*	**7**
A-15	Is an excellence resource of competitive information.	1	2	3	4	5	6	7
A-16	Has a lot of information about industry trends.	1	2	3	4	5	6	7
A-17	Is well-informed about important events in our industry.	1	2	3	4	5	6	7

SECTION B

SALESPERSON PERFORMANCE: Salesperson performance refers to the extent to which a salesperson's contribution to achieving the organizations' sales objectives. This performance constructs considers the results that can be attributed to the salesperson rather then factors (e.g. market potentials, intensity of competition, brand image etc.).

Please indicate your assessment of your salesperson performance by circling the number in the appropriate column based on the following scales:

1	*2*	*3*	*4*	*5*	*6*	*7*
Strongly disagree	**Disagree**	**Slightly disagree**	**Neutral**	**Slightly agree**	**Agree**	**Strongly agree**

B-1	*Effective in contributing to the company's market share.*	*1*	*2*	*3*	*4*	*5*	*6*	**7**
B-2	Effective in generating high level of sales revenue.	1	2	3	4	5	6	7
B-3	Effective in exceeding annual sales target and objectives.	1	2	3	4	5	6	7

SECTION C: BACKGROUND OF RESPONDENT

C-1	*Age*	o Under 25 years o 25 to 35 years o 36 to 45 years o 46 to 55 years
C-2	Gender	o Male o Female
C-3	Race	o Malay o Indian o Chinese o Others
C-4	What is your highest educational level?	o Higher School/Certificate o Diploma o Bachelor's o Master's o PhD
C-5	What is your level in the organization?	o General Manager and above o Assistant General Manager o Manager o Assistant Manager
C-6	How many years sales experience do you have in all?	o Less than 1 year o 2 to 5 years o 6 to 10 years o 11 to 15 years o Over 15 years
C-7	How long you have worked for Telekom Malaysia?	o Less than 1 year o 2 to 5 years o 6 to 10 years o 11 to 15 years o Over 15 years

SECTION D: BACKGROUND OF SALESPERSON

D-1	*Age*	o Under 25 years o 25 to 35 years o 36 to 45 years o 46 to 55 years
D-2	Gender	o Male o Female
D-3	Race	o Malay o Indian o Chinese o Others
D-4	What is the salesperson highest educational level?	o Higher School/Certificate o Diploma o Bachelor's

		○ Master's ○ PhD
D-5	What is the salesperson level in the organization?	○ General Manager and above ○ Assistant General Manager ○ Manager ○ Assistant Manager
D-6	How many years sales experience do the salesperson has in all?	○ Less than 1 year ○ 2 to 5 years ○ 6 to 10 years ○ 11 to 15 years ○ Over 15 years
D-7	How long the salesperson has worked for Telekom Malaysia?	○ Less than 1 year ○ 2 to 5 years ○ 6 to 10 years ○ 11 to 15 years ○ Over 15 years

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