



DEVELOPING SCALE AND EVALUATING TRAINING PROGRAM FOR MICRO-SKILLS
OF SELLING FOR SALESPEOPLE IN THAI PETROCHEMICAL INDUSTRY



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A Dissertation Submitted in Partial Fulfillment of the Requirements
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This research explored the meaning and identified the factor of the micro-skills of selling, developing and testing a new micro-skill of a selling scale, and to develop a training program and assessed the effectiveness of a training program for the development of micro-skills of selling for salespeople in the Thai petrochemical industry and other related industries. This research was an exploratory sequential mixed methods design, consisting of three phases. First, the qualitative data was gathered through semi-structured in-depth interviews with 10 experienced sales professionals to explore the main factors of the micro-skills of selling. The results were used to develop a questionnaire to be administered to 202 petrochemical industries sales professionals in Thailand. Two primary themes were identified through deductive content analysis. Second, the quantitative data was collected by micro-skills of selling scale and be analyzed by multivariate statistics, exploratory factor analysis (EFA). The results revealed three factors: (1) presentation skills; (2) questioning skills; and (3) listening skills. Third, the intervention phase aimed to assess the effectiveness of a training program for the development of micro-skills of selling for salespeople. A pre-experiment pretest posttest design used eight sessions and the activities were conducted with a sample of 20 salespeople who worked for distributors in the petrochemical industry and related industries in Thailand. The results of paired-samples t-test, the micro-skills of selling pretest ($M = 62.75$, $SD = 3.78$) and posttest ($M = 58.50$, $SD = 4.12$), $t(19) = 7.98$, $p < .000$; showed that the program could increase the behavior of micro-skills of selling behavior during sales call of salespeople. The implications in this study would help to enhance knowledge about micro-skills of selling, which were accountable factors for the performance of sales professionals in the petrochemical industry and related industries in Thailand.

Keyword : Sales skills, Micro skills of selling, Exploratory sequential mixed method research

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Chapter 1

Introduction

Background of Research

The petrochemical industry is one of the major industries in the world and especially for Thailand and petrochemical product prices have historically been changed in the cyclic pattern (Khanunthong, 2020). To survive in this competitive market and still achieve a profitable business while selling at lower prices in an oversupply situation, salespeople assume an important role to maintain revenue and continued profitability for the petrochemical industry. Besides, customers expect salespeople to be more knowledgeable, respond faster, and provide value-added, customized solutions to their problems (Ricks, Williams, & Weeks, 2008), therefore, to understand the wants and needs of customers and also persuade or lead customers to buy appropriately, the sales skills are essential, which include – listening, questioning and presentation skills.

The industry faces increasing challenges, i.e., impact from Covid-19 pandemic, advancing technological development, pricing fluctuations as a result of myriad market mechanisms, expanding complexity of competitive advantages, improved customer experiences that lead to sophisticated customer expectations. Customers demand faster and smarter responses, contemplate value-added or customized solutions calculated to solve their unique specifications and seize new opportunities from more knowledgeable salespeople (Jones, Dixon, Chonko, & Cannon, 2005). These drive salespeople need to know more about, and have a closer, more durable and sustainable relationship with their customers in the normal environment. With the Covid-19 pandemic, the “new normal” environment has been practiced everywhere, including the business world, Ray (2020) indicated that a non-face-to-face communication with supplier organizations is a preference for customers increasingly. However, the sales process still carries on, salespeople need to provide services and sustain relationship with their customers through the digital means with the even more critical listening, questioning and presentation skills (Rangarajan, Sharma, Lyngdoh, & Paesbrugge, 2021). Hence, salespeople not only change their roles from the past substantially, but

they also need to develop themselves to respond quickly to all changes (Ricks et al., 2008). The cost of developing a single sales professional may exceed 100,00US\$ in the technical product markets such as chemicals, computers and imaging systems (Ricks et al., 2008). It can take organizations as long as two years to realize the profit from the new sales professional with this high initial cost (Ricks et al., 2008).

Selling is an example of persuasion which almost everyone experiences (Sternberg & Horvath, 1999). Selling is to persuade through adjusting the beliefs, attitudes, and behavior of others (Sternberg & Horvath, 1999). People's desires are typically prioritized by their wants and needs. These wants and needs build up internally, and cause people to wish to buy products or services. People also buy for both practical (rational) and psychological (emotional) reasons (Futrell, 2011). Therefore, salespeople require translatable skills, qualifications and knowledge, in order to understand the specific specifications, emotional wants and practical needs of customers and persuade and anticipate how to lead customers to buy appropriately. For example, fundamental questioning skills for not only asking customers the more obvious but also designed to do the "probing and insightful questioning that uncover their buying situation and needs" (Shoemaker & Johlke, 2002). Effective listening for fact finding from customer or buyer has been agreed among industrial salespeople as the most important skill needed to be successful (Shepherd, Castleberry Stephen, & Ridnour Rick, 1997). On the contrary, sales executives agree that poor listening skills is the most important factor contributing to the salespeople' failure (Shepherd et al., 1997). More recent research indicate that customer-oriented salespeople express their care toward customers through listening and salesperson relationships and sales performance driven by listening through direct and mediated mechanisms (Itani, Goad, & Jaramillo, 2019).

Sales presentation skills related to the selling process, which salespeople need to engage with, persuade or influence customers (Johlke, 2006). Both salespeople (Chonko, Tanner, & Weeks, 1993) and sales managers (Peterson & Smith, 1995) report that sales presentation skills are necessary for sales success. Furthermore, the recent

research findings showed identified 110 sales skills, including listening skills, questioning skills and presentation skills, were important to a salesperson's success (Razmak, Pitzel, Belanger, & Farhan, 2022). These are the essential selling skills in which organizations invest as the core competency for their salespeople (Ryals & Marcos, 2012). Businesses prioritize selling as the highest priority in the organization. Not product or services availability, not potential customers nor sufficient numbers of salespeople, but the skills and knowledge in selling that salespeople master during their sales routine that impacts business performance (METTL. & India, 2017). In other words, sales skills or sales competencies are the accountable factors for the salespeople ' performance (Punwatkar & Varghese, 2014).

Selling is an art and science. Salespeople need skills beyond classroom teaching for success. Sales skills are like sports training, they require practice and experience. Selling skills include listening, objection handling, nonverbal communication, and closing sales. These skills can be learned only from experience (Futrell, 2011).

Proficiency in sales is defined as the individual's ability to perform the necessary tasks for the sales job, and it is composed of three distinct components: interpersonal skills, salesmanship skills, and technical skills. Interpersonal skills involve handling and resolving conflicts, salesmanship skills include making presentations and closing sales, and technical skills involve knowledge of product features and benefits, engineering skills, and the procedures required by company policies (Rentz, Shepherd, Tashchian, Dabholkar, & Ladd, 2002). A meta-analysis conducted by Churchill et al. (Rentz et al., 2002) discovered that much research has been focused on two primary areas of selling skills: (1) A micro-skill stream identifies three types of skills — “interpersonal skills,” such as knowing how to manage and resolve conflicts; “salesmanship skills,” such as knowing how to present; and “technical skills,” such as knowing the features and benefits of a product. (2) A macro-skill stream focuses on knowledge and knowledge-related capacities of salespeople (such as the amount and richness of customer category information that is recalled).

An evaluation and synthesis of the relevant literature of micro-skills of selling identified several areas that should contribute towards overall selling skills. For example, salesperson cues and questioning (Rentz et al., 2002) or listening skills (Rentz et al., 2002) are posited as being representative of overall selling skills. Similarly, presenting the sales message or knowing how to make a presentation to customers has been captured in the second dimension of selling skill – salesmanship skills (Rentz et al., 2002). The micro-skills stream of research has focused on individual sales skills for example, listening skills or interpersonal listening skills, questioning skills and presentation skills (Rentz et al., 2002).

Most of sales training and development programs focus on a diversity of knowledge, skills, and abilities— KSAs, which are viewed applicable for sales effectiveness (Dubinsky, 1996). KSAs are divided into three categories: task-related, growth-related, and meta-KSAs. Task-related KSAs pertain to sales functions, growth-related KSAs facilitate expanding one's repertoire, and meta-KSAs aid in articulation, cognizing, and manipulation of one's KSAs (Cron et al., 2005). Usually, task-related KSAs relate to critical sales factors for promoting company's offerings. These KSAs are closely tied to sales and can be assessed behaviorally. Behavioral change is influenced by modeling, role-playing, and reinforcement principles taught in training (Cron et al., 2005). Skill acquisition involves general and specific skills (Schunk, 2012). Ohlsson (1993 as cited in Schunk, 2012) proposed a three-step model of skill acquisition: generating task-specific actions, recognizing mistakes, and rectifying them. This model has general and task-specific processes. Learners adapt to task conditions as they learn (Schunk, 2012). With practice and learning, therefore, general methods become more specialized" (Schunk, 2012). Romiszowski (2009) introduced the skill development theory. Skills are the ability to perform a task efficiently and effectively (Romiszowski, 2009). Skill develops through experience and practice, while knowledge is either possessed or lacking (Hajaraih, Bell, Pellegrini, & Tahir). Repro skills focus on procedures, while productive skills use principles and strategies. Skill type affects instructional strategy more than its category. Skills subsist along a spectrum of

complexity from reproductive to productive. Reproductive skills focus on procedures, while productive skills use principles and strategies (Hajaraih et al.). Skill type affects instructional strategy more than its category (Romiszowski, 2009).

Probably the best way to develop or teach skills-oriented disciplines are actively practicing the skills in situations and with exercises that approximate the way the skills will be deployed or utilize on the job (Healy, Taran, & Betts, 2011). Professional sales is also a skills-based discipline that practitioners have used active techniques such as role plays, exercises, simulations, coaching and others to train professionals in skills-oriented disciplines (Healy et al., 2011). Obviously, this has been done by applying the principles of experiential learning in the sales training program. Healy et al. (2011) examined two courses that based on existing sales training programs used in practitioner settings and found that the exercises and activities are shown to follow the established cycle of experiential learning - concrete experience-reflective observation-abstract conceptualization active experimentation. The results also bring in Bloom's taxonomy of educational objectives and show how repeated iterations of the experiential learning cycle incrementally move students up the taxonomy.

The learning process is rather constructing knowledge than receiving knowledge alone (Schunk, 2012). Therefore, the goal of adult learning is an emphasis on actively constructing knowledge through activities such as case studies, role-playing, simulations, brainstorming, etc.

Salespeople's learning class is adult education. The learner must have practical reasons, prior knowledge, and be motivated to learn in a self-directed environment. The teacher promotes learning with appropriate methods (Chanyawudhiwan, 2012, pp. 43-44). Artis and Harris (2007) suggested using self-directed learning to supplement salesforce training for better sales performance. Adults learn by connecting new information to existing knowledge, prompted by real-world events, and focusing on competency-based learning (Maes, 2008). Research suggests a medical sales training program can apply andragogical principles With the echoing from the findings from the

research in the sales training areas suggested that a medical sales training program can apply andragogical principles (Washington II, 2016).

The effort and persistence that people will spend on a task depends on Self-efficacy judgments. Those with stronger self-efficacy beliefs employ greater efforts to cope with challenges while those with weak self-efficacy beliefs are likely to decrease their efforts or even quit (Staples, Hulland, & Higgins, 1998). However, a person's awareness of their true ability can either promote or hinder learning. Objective self-awareness is the ability to accurately perceive and understand one's feelings, thoughts and emotions. It is concerned with the self-reflexive quality of consciousness (Silvia & Duval, 2001). Influencing self-focus attention with a mirror, video cameras or observers increases self-evaluation in affection and behaviors (Silvia & Phillips, 2013). Self-focus increases self-attribution (Silvia & Duval, 2001), so the continuous self-focus promoted an attribution of the self-discrepancy (Silvia & Duval, 2001). Hence, objective self-awareness in one's own skills and behaviors for salespeople is the ability to accurately perceive reality, which leads to self-discrepancy for sales skills and appropriate working behaviors. However, the results obtained from the meta-analytic for sales training interventions were limited by the small number of available studies and the relatively large proportion of those that were unpublished when compared to the enormous financial commitment to training by the majority of organizations (Farrell & Hakstian, 2001) such as in the sales presentation skills area, there is a need to explore further the "effective sales presentation skills" that provide what the customer desires (Cicala John, Smith Rachel, & Bush Alan, 2012). Besides, there is quite limited study of sales training for salespeople, in the areas of contents and implementation and geographical regions, as most of the research-oriented studies were either in North America or Europe, which was UK centric with fewer empirical studies (Singh, Manrai, & Manrai, 2015). Until 2020, the study of sales education in the board range of topical coverage in an international context has still got quite minimal attention (Cummins, Nielson, Peltier, & Deeter-Schmelz, 2020). Furthermore, regarding systematic and critical review of the sales education literature, although it was limited to the pedagogical field in USA, this also

indicated that much more research could be conducted in the field of sales education to continue to identify best practices, teaching-practices, etc., including study covering topics and opinions outside of academia specifically pertaining to business professionals (Spiller, Kim, & Aitken, 2020). Furthermore, there is quite a limited measure of micro- skills of selling such as listening, questioning and presentation skills for salespeople that contain the small number of items. The available scale are for three main selling skills dimensions, in which measuring general interpersonal skills more than sales-related actions (Rentz et al., 2002) , a 142-item questionnaire for measuring sales-related actions during five steps is sales (Inamizu, Sato, & Ikuine, 2017) or only specific skills such as listening (Stephen B Castleberry, Shepherd, & Ridnour, 1999; Drollinger, Comer, & Warrington, 2006; Inamizu et al., 2017), and presentation skills (Inamizu et al., 2017; Johlke, 2006), in which, all of them contain quite a number of items. This exhibited the lack of a more “practical items number” scale that measure of micro-skills of selling during the sales call.

The lack of analysis in the study of sales skills in the petrochemical industry has prompted the need to develop a set of measures for micro-skills related to selling, such as listening, questioning, and presentation skills. The aim is to include a more practical number of items. Additionally, it is crucial to design training and development programs, utilizing objective self-awareness techniques and methods to enhance the sales skills of salespeople. This is becoming increasingly important for the success of petrochemical businesses in the future.

Research Questions

1. How can we measure the micro-skills of selling for petrochemical and related industries sales professionals in Thailand?
2. How can we develop a micro-skills of selling scale and a training program to develop the micro-skills of selling for petrochemical and related industries salespeople in Thailand look like, and what are their components?
3. Is a training program to develop the micro-skills of selling for petrochemical and related industries salespeople in Thailand effective?

Objectives of Research

1. To explore the meaning and identify the factors of micro-skills of selling for petrochemical and related industries sales professionals in Thailand.
2. To develop a scale for micro-skills of selling and a training program to develop the micro-skills of selling for petrochemical and related industries sales professionals in Thailand.
3. To evaluate the effectiveness of the training program to develop micro-skills of selling for petrochemical and related industries salespeople in Thailand.

Scope of the Research

Populations of research

Petrochemical Industries salespeople in Thailand.

This research was an exploratory sequential mixed methods design (Creswell, 2018). It consisted of three phases.

Phase I – Qualitative phase

Participants of research

Key informants

10 key informants who were experienced petrochemical industries salespeople with a minimum of 10 years of experience in sales in petrochemical and related companies in Thailand, with one of the following qualifications – receipt of the sale award, holding the management or executive level at the present or meet at least 90 % of the sale target (in average) during the sales career.

Phase II - Quantitative phase - samples

A sample of 20 petrochemical industries salespeople – salespeople who work for petrochemical industries and related companies both manufacturers and distributors in Thailand, for pilot testing an instrument to measure micro-skills of selling. A new instrument was administered to a sample of 202 petrochemical industries salespeople who were selected randomly from petrochemical industries salespeople in Thailand for administration of a new instrument.

Phase III - Quantitative phase - samples

Pre-experimental design - A sample of 20 petrochemical industries salespeople who worked for distributor for petrochemical and related industries in Thailand, for both before and after attending the training program.

Phase I - Qualitative phase procedure

First, qualitative data (from the interview) was gathered from 10 key informants who were experienced petrochemical Industries salespeople with a minimum of 10 years of experience in sales in petrochemical and related companies in Thailand, with one of the following qualifications – receipt of the sale award, holding the management or executive level at the present or meet at least 90 % of the sale target (in average) during the sales career, and analyzed. Then the analyzed data was used for developing items for an instrument to measure micro-skills of selling and the micro-skills of selling for petrochemical and related Industries salespeople in Thailand training program.

Phase II – Developing micro-skills of selling scale and training program (quantitative phase).

Having the results from phase I for developing items for an instrument to measure micro-skills of selling and the micro-skills of selling for petrochemical and related Industries salespeople in Thailand training program.

The micro-skills of selling scale was developed from the results of first phase of this study. The developed micro-skills of selling scale for petrochemical and related industries sales professionals in Thailand was created in both Thai and English and tested for reliability. All items were reviewed by five experts in the field for content validity. The index of item-objective congruence (IOC) was examined for reliability. The 25 items had an Item Objective Congruence (IOC) higher than 0.6. Then the new developed instrument to measure micro-skills of selling administered for pilot testing to a sample of 20 petrochemical industries salespeople – salespeople who work for petrochemical industries and related companies both manufacturers and distributors in Thailand. The responses from the pilot study were analyzed to check the validity and

item total correlation of the instrument. Then, in the last phase, a new instrument was administered to 202 petrochemical industries salespeople who were selected randomly from petrochemical industries salespeople in Thailand. Then, the quantitative data was analyzed using the EFA (factor analysis) to explore the factors in the micro-skills of selling for petrochemical and related industries salespeople in Thailand.

The training program objectives was to develop the micro-skills of selling for petrochemical and related Industries salespeople. The training program was validated for the objectives, contents, activities, and implications of learning theories by three experts. All objectives, contents, activities, and implications of learning theories had an Item Objective Congruence (IOC) higher than 0.6.

Phase III - Evaluating the effectiveness of the training program to develop micro-skills of selling for petrochemical and related industries salespeople in Thailand (quantitative phase).

pre-experimental design - In this part of the study the researcher used the instrument to test the micro-skills of selling in both pre and post intervention to assess the effectiveness of a training program that was developed from phase II. Having 20 salespeople from petrochemical industries salespeople in Thailand, A purposive selection method was used to choose 20 salespeople who voluntarily participated in the evaluation, designed based on Phase II, both before and 4-6 weeks after the training program.

Operational Definitions

Micro-skills of selling –The actions of individual sales skills used during the interaction between customers and salespeople for understanding how to handle, resolve issues and knowing how to present. Micro-skills of selling consist of listening, questioning and sales presentation skills.

Listening skills –The actions of listening to customers in order to accurately receive and interpret messages in the communication process.

Questioning skills – The action of asking customers questions, in order to explore an issue, an idea or captivating something effectively.

Sales presentation skills – The actions of presenting information about a product or service that attempts to persuade customers with a planned sales presentation strategy to initiate and close a sale.

The participants were asked to evaluate their behaviors prior/during/after the sales calls/customer meetings on a 5-point Likert-type micro-skills of selling scale of items ranging from “Never” to “Always”.

Definition of Terms

Petrochemical Industries salespeople – Salespeople who work for petrochemical Industries and related companies, both manufacturers and distributors in Thailand during 2022.

Experienced Petrochemical Industries salespeople – Petrochemical Industries salespeople who have a minimum of 10 years of experience in sales in petrochemical and related companies in Thailand prior 2022, with one of the following qualifications – receipt of the sale award, holding the management or executive level at the present or meet at least 90 % of the sale target (in average) during the sales career.

Training Program – The micro-skills of selling training program for petrochemical and related industries salespeople in Thailand. It was aimed at building knowledge, awareness and developing the micro-skills of selling (listening, questioning and sales presentation skills) through practice.

Significance of Research

To knowledge

Due to the lack of existing studies of sales skills in the petrochemical industry in Thailand, the findings could give a better understanding of the micro-skills of selling construct after investigating it in the petrochemical industry in Thailand. Additional information, knowledge, and insights about micro-skills of selling might be discovered. In addition, a micro-skills of selling scale would be developed. This development could contribute to the betterment of concept of micro-skills of selling, which was drawn from the micro-skills stream of research, in which focusing on individual sales skills (Rentz et

al., 2002). Besides, this study proposed a sales training program based on adult learning, experiential learning theory, social cognitive theory, and objective self-awareness. It enhances micro-selling skills and encourages their use and improvement by salespeople.

To Practice

The petrochemical Industry is one of the major and large industries in the world and for Thailand. The petrochemical market is a large market that is connected globally, therefore, petrochemical product prices have historically been determined by global supply and demand, including production cost, as they relate to the concept of Laggard-driven pricing. To survive in this competitive market and still achieve a profitable business while selling at lower prices in an oversupply situation, salespeople assume an important role to maintain revenue and continued profitability for the petrochemical industry. These drive salespeople needed to know more about, and have a closer more durable and sustainable relationship with their customers. Hence, salespeople need to develop themselves to respond quickly to all changes. Therefore, the skills and knowledge of salespeople are crucial for understanding customers' needs and enticing customers to buy appropriately through micro-skills of selling – listening, questioning and presentation skills. The primary contribution of this research was the creation and testing of a new micro-skill of selling scale, as well as the development and evaluation of a training program for the development of micro-skills of selling. This will lead to a better understanding of the micro-skills of selling in the petrochemical business. Understanding the relative capital expenditure of developing a sales professional is costly both in terms of time and money, this research endeavors to provide appropriate cost-effective micro-skills of selling training program which are intended to increase their utilization and encourage enhancement of micro-selling skills for salespeople in the petrochemical and related industries.

Chapter 2

Review of Literature

The research consisted of three phases to develop and test a new micro-skill of selling scale, and to develop a training program and assess the effectiveness of a training program for the development of micro-skills of selling for salespeople in Thai petrochemical Industries and related industries. A literature review was conducted to explore gaps and derive implications for the current research. In this chapter, the reviewed literature related to the search was divided into eight sections:

1. Salespeople in Thai petrochemical and related industries
2. The concept of selling
3. The Sales Process
4. Selling skills
5. The theoretical background of research
 - 5.1 Social cognitive theory
 - 5.2 Objective Self-awareness
 - 5.3 Experiential learning theory
 - 5.4 Adult learning
6. Exploratory sequential mixed methods research
7. Training Development
8. Proposed conceptual framework

Salespeople in Thai petrochemical and related Industries

The salespeople's roles or activities can vary from company to company, business to business or industry to industry (Futrell, 2011). In general, in order to sell more, salespeople must close sales and create connections or build up relationships with the same individual and/or organization. To achieve both, salespeople must solve problems, provide service, assist with reselling, teach how to use the purchase, generate goodwill, and keep employer up-to-date on customers' needs and attitudes toward product and service (Futrell, 2011). Therefore, the proposed nine most significant work functions for professional salespeople are "1. Generates new customers. 2. Increases sales to existing clients. 3. Establishes long-term customer ties. 4. Resolving consumer issues. 5. Provides customer service. 6. Assists customers in reselling things to their own customers. 7. Assists customers in using things once they have purchased them. 8. Increases consumer loyalty. 9. Provides market information to the company" (Futrell, 2011).

Petrochemical complexes usually receive continued investment from the petroleum industry (Khanunthong, 2020). This process uses petroleum products as feedstocks or raw material in the production of final petrochemical products typically referred to in the industry as the downstream petrochemical industry. The final products from this industry are the raw materials and important basic materials for other industries i.e., packaging, automobile, electronics, construction, and etc. (Khanunthong, 2020). The export value of the Thai petrochemical industry in June 2021 was approximately 1.1756 billion US\$, an increase of 47.11% from the same period in 2020. In addition, the import value for the same industry in June 2021 was approximately 0.62161 Billion US\$, an increase of 100.92% compared to the same period in 2020 (Economics, 2021). The petrochemical market is a large market that is connected globally, therefore, petrochemical product prices have historically been determined by global supply and demand, including production cost, as they relate to the concept of Laggard-driven pricing. Laggard-driven pricing associates the market prices of petrochemical products as determined by the cost of the raw materials which are used for producing those end

products, hence, the upstream and downstream petrochemical product prices are correlated with the raw material (Khanunthong, 2020). As the petrochemical market is a substantial and globally connected market, therefore, petrochemical product prices have historically been driven by global supply and demand, including production cost, as they relate to the concept of Laggard-driven pricing (Khanunthong, 2020). Not only the nine important job functions for professional salespeople that they have to perform, but to compete in this “cut throat” market and still be a profitable business while selling at lower prices in the oversupply situation, salespeople assume important role to, at least, maintain revenue and continued profitability through their sale skills. These drive salespeople need to know more about, and have a closer, more durable and sustainable relationship with their customers. Hence, salespeople need to develop themselves to respond quickly to all changes. Therefore, the skills and knowledge of salespeople are crucial for understanding customers’ needs and enticing customers to buy appropriately. In order to understand the wants and needs of customers and also persuade customers, the micro-skills of selling are essential, which include – listening, questioning and presentation skills. Although a review and synthesis of the relevant literature of micro-skills of selling identified several areas that could contribute to overall selling skills (Rentz et al., 2002), the study of sales education in the board range of topical coverage in an international context has still got quite minimal attention (Cummins et al., 2020). Therefore, the study of the micro-skills of selling for petrochemical and related industries salespeople in Thailand can be contributed to this gap.

The Concept of Selling

There are several ways to approach the concept or definition of selling. The spectrum ranges from the conceptual approach to the "How it is done" approach (Jobber & Lancaster, 2009, p. 4) In business, a traditional selling definition refers to the communication of information to persuade a prospective customer to buy something—a good, service, idea, or something else—that satisfies that individual's needs (Futrell, 2011). As the business environment changes, especially, in the area of business ethics

(Futrell, 2011), selling now refers to the more ethical communication of information to unselfishly persuade a prospective customer to buy something—a product, a service, an idea, or something else—that satisfies that individual's needs (Futrell, 2011). Increasingly as the competition in business dramatically increases, selling is also defined as a process of relationships development; discovering and anticipating needs; matching the appropriate products with these needs; and communicating benefits through informing, reminding, or persuading (Manning, Ahearne, & Reece, 2012). From another point along the conceptual spectrum, the term selling embraces a variety of sales situations and activities according to the nature of businesses (Jobber & Lancaster, 2009). Hence, selling is a positive customer relationship development, identifying needs and responses, ultimately serving customers with products or services via communicating benefits through informing, persuading and other communication means.

The Sales Process

To properly plan and execute a sales call, salespeople must first master certain fundamental selling skills—the skills that serve as the foundation for everything salespeople do throughout their careers. The steps that make up the sales process represent fundamental selling skills (Manning et al., 2012). In most cases, the sales process includes the following activities (Manning et al., 2012):

1. Approach. Making a good first impression during the first contact, getting the prospect's attention, and attaining their interest in the product are all parts of the approach preparation.

2. Need discovery. The need discovery is a vital component that can begin during the qualifying or asking for the information and requires listening in order to construct the customer prospect database. Sales can be lost if the salesperson is unable to identify the customer's purchasing requirement and select product solutions that meet those demands.

3. Presentation. After settling on a strategy, the salespeople meticulously prepare the presentations in accordance with the criteria provided. To illustrate and prove the benefits given, selling tools or proof devices are employed.

4. Negotiation. During the negotiation, salespeople recognize and understand verbal and nonverbal clues, validate the problem through questioning and listening, find some point of agreement, answer customer's concern and be alert for closing clues.

5. Close. There may be more opportunities to confirm and complete the deal, as the sales presentation develops. Salespeople must learn to recognize closing signals.

6. Servicing the sale. Post-sale service frequently results in the significance of maintaining a long-term value-adding relationship with the prospect. Learning to service the sales is an essential part of selling.

The above proposed sales process is similar to the sales study results in Japan which indicates that there are five steps in sales process (Inamizu et al., 2017).

1. Preparation is an activity in which salespeople gather customer-related information and compare the company's products and services to those of the competitors before meeting with the customer.

2. Approach refers to the activities of the salesperson in order to establish a trusting relationship with the customer and obtain a foothold in order to proceed to the next phase. This trusting relationship leads to a detailed interaction between customers and salespeople.

3. Interview is an activity in which the salespeople listen to information provided by the customer. Salespeople use a variety of queries to elicit information from customers. At this stage, the salesperson understands the customer's issues and expectations, as well as the customer's budget, decision-makers, implicit beliefs, and potential needs.

4. Presentation involves salespeople suggesting products and services or removing customer unhappiness, doubt, and resistance. By including these elements in

a presentation, a consumer is more likely to make a purchase or enter into an agreement.

5. Closing is gently nudging the customer toward a decision; this results in a contract if the customer is in agreement, or an arrangement for a further meeting if the customer is not.

The above sales process, at each step, clearly represents fundamental selling skills e.g., listening, questioning, presentation and the more complex as process one such as negotiation skills.

Selling Skills

“Skills are abilities we gain through training and practice such as motor skills used to perform complex movement and serial behavior, smoothly, quickly and precisely. It is the capability that enables a person to achieve his particular goals” (N., 2013). Skills may be categorized as general skills and specific skills (Schunk, 2012). Expertise is mostly classified as a specific skill set (Schunk, 2012).

Successful selling requires salespeople to become more capable and be prepared for the challenges of the business environment. Acquiring conceptual, human, and technical skills are necessary for salespeople to be successful (Futrell, 2011). Professional selling is defined as the personal presentations by an organization's sales force or salespeople for engaging customers, making sales, and building customer relationships (Philip, Armstrong, & Opresnik, 2018).

As Churchill et al. (1997 p.367 as cited in Johlke Mark, 2006) definition of selling skills describes two general types relevant to professional salespeople: (1) Vocational skills. (2) Sales presentation skills, which are related to effectively conducting the personal selling process.

Selling skills comprise three distinct components (Rentz et al., 2002). 1. Interpersonal skills 2. Salesmanship skills 3. Technical skills. Churchill et al. revealed in a meta-analysis that most study has been concentrated on two key areas of selling skills: (1) A micro-skill stream distinguishes three sorts of skills: "interpersonal skills," such as understanding how to handle and resolve issues; "salesmanship skills," such as

knowing how to present; and "technical skills," such as knowing a product's characteristics and benefits. (2) A macro-skill stream focuses on salespeople's knowledge and knowledge-related capacities (Rentz et al., 2002). Also, the majority of sales literature considers the interaction between a buyer and a seller or a manager and a salesperson as the primary unit of analysis, is a micro-theoretical focus (i.e., focus on interactions of individuals and small groups). It obviously indicated that sales-related activities are highly specialized and therefore limited to micro theorizing (Hartmann, Wieland, Vargo, & Ahearne, 2020).

Micro-Skills of Selling

A review and synthesis of the relevant literature of micro-skills of selling identified several areas that could contribute to overall selling skills. For example, communication style (Rentz et al., 2002) salesperson cues and questioning (Schuster & Danes, 1986; Stafford, 1996; Whittler, 1994, as cited in Rentz et al., 2002) or listening skills (Castleberry & Shepherd, 1993; Comer & Drollinger, 1999, as cited in Rentz et al., 2002) are posited as being representative of overall selling skills. Similarly, presenting the sales message or knowing how to make a presentation to customers has been captured in the second dimension of selling skill – salesmanship skills (Ford, Walker, Churchill & Hartley, 1987 as cited in Rentz et al., 2002). The micro-skills stream of research has focused on individual sales skills for example, listening skills or interpersonal listening skills, questioning skills and presentation skills.

Rentz et al. (2002) proposed and tested a scale incorporating three main selling skill dimensions, which consisted of micro skills of selling identified several areas (e.g., listening skills, questioning skills, and etc.) that could contribute to overall selling skills: (1) "interpersonal skills" (e.g., verbal and non-verbal communication proficiency); (2) "salesmanship skills" (e.g., sales presentation abilities); and (3) "technical skills" (e.g., the salesperson's knowledge of the technical capabilities and features of his/her products and product portfolio) (Rentz et al., 2002). The final questionnaire, which is the self-rated one, included 15 items covering the three components. The items were a Likert type response format (1=highly unskilled to 7=highly skilled) (Rentz et al., 2002).

Listening skills

This has been recognized as a crucial basic skill, especially the importance of effective listening for a business-to-business sales position (Shepherd et al., 1997). Interpersonal listening has been defined as the “cognitive process of actively sensing, interpreting, evaluating and responding to the verbal and nonverbal messages of present or potential customers in the selling context” (Stephen B. Castleberry & Shepherd, 1993). Active empathetic listening was proposed as being a means by which salespeople established good communication skills, developing trust and mutually beneficial relationship with customers (Drollinger & B. Comer, 2013). This aligns with the definition of listening as “the selective process of attending to, hearing, understanding and remembering aural symbols, by which listening is judged one of the communication skills that are significant to direct sellers in achieving their sales goals” (Omar, 2017).

Listening skills in this research is the ability to accurately receive and interpret messages in the sales communication process with customers. There are several studies regarding the importance of listening skills in the context of selling. Castleberry and Shepherd's research concluded a positive relationship between listening skills and sales performance (Rentz et al., 2002). Effective listening that extracts facts from the customer or the buyer has been agreed upon among industrial salespeople as the most important skill needed to be successful (Shepherd et al., 1997). Result from research has also indicated that active listening improves sales performance (Arndt, Rippé, & Castleberry, 2018). Active empathetic listening, defined as listening practiced by salespeople in which active listening is combined with empathy to achieve a higher form of listening, was proposed as antecedent to a salesperson's communication skills, impacting the quality of the relationship between the buyer and seller and their mutual ability to build trust (Drollinger & B. Comer, 2013). More recent research suggests customers assess the attentiveness of sellers' listening skills by observation of body language and signals of inattentive visual communication (Omar, 2017). In addition to that, sales executives agree that poor listening skills are the

most important factor contributing the salespeople' failure (Shepherd et al., 1997). More recent research indicate that customer-oriented salespeople express their care toward customers through listening and salesperson relationships and sales performance driven by listening through direct and mediated mechanisms (Itani et al., 2019).

In the sales research field, the listening skills measurement instrument in sales context, has been developed and adopted from Salesperson Listening (Ramsey & Sohi, 1997); Interpersonal Listening in Personal Selling (Stephen B Castleberry et al., 1999); and Active Empathetic Listening (Drollinger et al., 2006). All these three instruments have been utilized to determine the dimensions of listening in a sales context, specifically, the salesperson ability to demonstrate the listening skills in the customer/salesperson interaction. The scales were arrayed on both 5-points Likert scales (Stephen B Castleberry et al., 1999) and 7-point Likert scales (Drollinger et al., 2006; Ramsey & Sohi, 1997).

Questioning skills

The salesperson questioning skill is "the ability to ask customers probing and insightful questions that uncover their buying situation and needs" (Shoemaker & Johlke, 2002). The natural corollary to insightful questioning is effective listening, therefore, questioning skills also has been defined as a key component of active listening in the response stage within the selling process (Drollinger & B. Comer, 2013). Hence, questioning skill is the action of asking customers questions, in order to explore an issue, an idea or something intriguing effectively. Several studies have been done regarding the importance of questioning skills for sales. Both salespeople and sales managers emphasized the importance of having listening skills, the ability to ask questions, and of engaging in dialogue with the customer (Koponen, Julkunen, & Asai, 2019). Acquiring facts from the specific customer or buyer is agreed among the industrial salespeople that it is the most important skill required for success (Shepherd et al., 1997). Research has shown that questioning also improves customers' purchase intention (Arndt et al., 2018). The ability to ask questions pertinently to understand the

situation and the customer's needs actually plays a role that results in greater sales performance (Sugiyarti, 2018).

Sales researchers have developed the scales to measure questioning skills in sales context by either following a procedure commonly used to develop sales-related scales (Shoemaker & Johlke, 2002) or developing from the interviewing expert results (Inamizu et al., 2017). Both questioning skills measurement items utilized 7-points Likert scales (Inamizu et al., 2017; Shoemaker & Johlke, 2002) which measure the salesperson ability to ask questions in the customer/salesperson interaction or customer interviewing phase.

Presentation skills

Sales presentation skills are related to the selling process, which salespeople need to engage with, to persuade or influence customers (Johlke Mark, 2006). Sales presentation acts as the “main body” of the sales call (Moncrief & Marshall, 2005). Hence, sales presentation skills are the actions of presenting the information about a product or service that attempts to persuade customers by using a planned sales presentation strategy of a product or service designed to initiate and close a sale of that product or service. Several studies showed that both salespeople (Chonko et al., 1993) and sales managers (Peterson & Smith, 1995) report that sales presentation skills are necessary for sales success. Furthermore, the salesmanship dimension – sales presentation abilities, was found to be the principal set of skills that leads to greater sales performance (Wachner, Plouffe, & Grégoire, 2009). This aligns with the results from the study of developing soft skill training for salespersons to increase total sales that indicated presentation skills is among the several factors that influence the level of salesperson's sales (Mardatillah, Budiman, Tarigan, Sembiring, & Hendi, 2018). Research on developing a conceptual model of sales force performance targeted empirical examination of the effects of presentation skills, questioning skills and adaptation skills on selling skills. The study suggests a focus on sales training to develop and improve presentation skills will influence sales success and establish better relationships with customers in the future (Sugiyarti, 2018). In which more recent

research confirms that aspects of B2B seller skills, including interpersonal presentation and communication skills, provide a solid foundation for evaluating and tracking sales performance (Høgevoid, Rodriguez, Svensson, & Otero-Neira, 2021).

In the sales research field, several sales presentation skills measurement instruments had been developed. Johlke Mark (2006) developed the questionnaire to assess or measure sales presentation skills by following a procedure commonly used to develop sales -related scales. The questionnaire was designed to measure several skills – active listening skill, handling objections skill, sales closing skill, negotiation skill and prospecting skill. While the questionnaire which was developed from the interviewing expert results for the presentation section in the selling process. This questionnaire measures the salesperson ability to effectively suggesting products, services or solutions, eliminate customer resistance, dissatisfaction and objections, and persuading customer to make a purchase or get into an agreement (Inamizu et al., 2017). Both sales presentation skill measurement items utilized 7-points Likert scales (Inamizu et al., 2017; Johlke, 2006).

The Theoretical Background of research

The following reviews is to understand the theoretical views such as social cognitive theory, objective self-awareness, experiential learning theory and adult learning for developing the training program to develop micro-skills of selling for salespeople in Thai petrochemical Industries and related industries in this research.

Social Cognitive Theory

Social cognitive theory believes that much of our learning arises in a social environment and through observation of others, whether others acquire information, skills, beliefs, and attitudes. Individuals also learn from models the usefulness and appositeness of behaviors and the consequences of such behaviors. People's actions are based on beliefs about their capabilities and the expected outcomes of their actions (Schunk, 2012). Some assumptions about learning and behavior are made by social cognitive theory.

These assumptions address the reciprocal interactions between people, behaviors, and environments, as well as enactive and vicarious learning (how learning occurs), the distinction between learning and performance, and the role of self-regulation (Schunk, 2012).

Reciprocal Interactions. From the perspective of social learning, psychological functioning involves a continuous reciprocal interaction between behaviors and controlling conditions (Bandura & Walters, 1977). Later, human behavior may be explored through triadic reciprocity, considering reciprocal interactions among behaviors, environment, and personal factors like cognitions. (as shown in the figure 1) (Schunk, 2012).

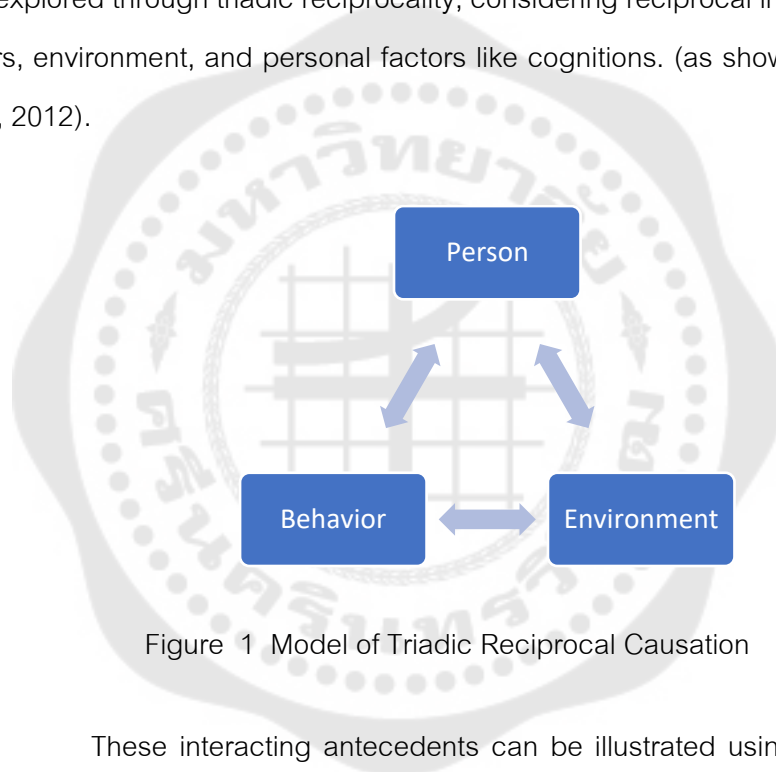


Figure 1 Model of Triadic Reciprocal Causation

These interacting antecedents can be illustrated using perceived self-efficacy, or beliefs regarding one's competence to organize and implement actions necessary to learn or perform behaviors at designated levels (Schunk, 2012). This refers to the dynamic and reciprocal interaction of a person with experiences, environment (which is external social context), and behavior.

Modeling is a critical element in social cognitive theory or is a general term that refers to behavioral, cognitive, and affective changes deriving from observing one or more models (Schunk, 2012). Functions of Modeling, Bandura (Schunk, 2012) distinguished three key functions of modeling: response facilitation, inhibition/disinhibition, and observational learning.

Response Facilitation refers to modeled actions that serve as social prompts for observers to behave accordingly (Schunk, 2012). Social cues provide observers with motivational incentives to model specific actions ("going along with the crowd"). Models can help to reinforce existing behaviors. (For example, applause in theaters – we already know the behavior, but when we see others doing it, we tend to copy them). We can also learn behaviors that we were unaware of before observing models.

Inhibition/Disinhibition. Modeling can either enhance or lessen person's given inhibition(s). Inhibition happens when models are penalized for engaging in certain activities or actions, which subsequently stops or prohibits spectators from partaking in those activities or actions. When models engage in threatening or prohibited actions without suffering negative repercussions, this is referred to as disinhibition. This may cause onlookers to behave similarly. Because the modeled displays have identical implications for spectators if they perform the modeled behaviors, they have inhibitory and disinhibitory effects on behavior. Such knowledge can also influence emotions and motivation (Schunk, 2012). Self-imposed restrictions on one's own behavior are referred to as inhibitions.

Observational learning through modeling occurs when observers show new behaviors, in which these behaviors never been existed, even the motivation is high, before exposure to the modeled behaviors (Schunk, 2012). A key mechanism is the information conveyed by models to observers of ways to produce new behaviors (Schunk, 2012). Bandura (Schunk, 2012) posited that the process of observational learning was governed by four key aspects: attention, retention, reproduction, and motivation. 1) Attention is a process in which people selectively observe and extract information from the ongoing modeled activities. 2) Retention involves a process of "transforming and restructuring information in the form of rules and conceptions" and storage of that information into memory. 3) Reproduction is the act of performing the exact behavior that was observed. The fourth factor is the motivation that drives the learner to begin the process of observational learning. This demonstrates that humans

may witness and observe the behaviors of others and subsequently replicate those actions. This is frequently demonstrated through "modeling" of behavior. Individuals can successfully complete an activity after witnessing a successful presentation of the behavior.

Modeling is a general term that refers to behavioral, cognitive, and affective changes deriving from observing one or more models, which may include oneself. Several studies use modeling as a tool to refine or amend learning in various contexts. The study of training self-regulated learning skills with video modeling examples showed that the effectiveness of self-regulated learning in an online environment on biology problem-solving tasks is enhanced when self-assessment and task-selection are preceded by video modeling examples (Raaijmakers et al., 2018). This aligns with the results from the study of imitating the virtual self to accelerate interpersonal skills which uses Doppelganger-based training showing that effective training includes the use of videos in which role models perform the desired behaviors that trainees can learn through behavioral mimicry (Kleinlogel, Curdy, Rodrigues, Sandi, & Marianne Schmid, 2021).

Hence, observing one or more models, which may include oneself, through videos, so called modeling, can act as a teaching practice in sales training courses for refining or amending learning in sales training setting.

Objective Self-awareness

According to the objective self-awareness theory, people compare themselves to a standard or ideal and decide to explore and amend relationships to themselves based upon self-discrepancy theory (Silvia & Duval, 2001).

Objective Self-Awareness is the self-reflexive quality of the consciousness or ability to accurately perceive, and understand the feelings, thought and moods of oneself, one's own existence and accurate awareness of it (Silvia & Duval, 2001). Manipulating self-focused attention—such as with mirrors, video cameras, and observers—increases many affective and behavioral markers of self-evaluation (Silvia & Phillips, 2013). Self-focus increases self-evaluation (Silvia & Duval, 2001), and

continuous self-evaluation promotes the self-attribution process of behavioral analysis and investigations related to self-discrepancy theory.

Ehrlinger, Johnson, Banner, Dunning, and Kruger (2008) found that poor performers largely overestimate their performances because their incompetence hinders them of the skills needed to recognize their deficits. This aligns with findings from Vaccaro (1987, as cited in van Minden & Breman, 2015), whose research shows salespersons over-rate their performance on six dimensions (communication skills, interpersonal relations, product knowledge, problem-solving, self-management and overall) when compared with the ratings from their sales managers. Interestingly, when compared with their clients' ratings, differences in salespersons' over-and-under-ratings of their performance remain statistically small. However, when compared with their peers, the congruence per dimension is very high. Besides, the results from the study of imitating the virtual self to accelerate interpersonal skills which uses Doppelgänger-based training showing that effective training includes the use of videos in which role models perform the desired behaviors that trainees can learn through behavioral mimicry (Kleinlogel et al., 2021).

Therefore, objective self-awareness in sales skills for the salesperson is the ability to self-focus and accurately self-evaluate one's own sales skills and to utilize a process of self-attribution that leads to enhancing and improving acquired necessary and specific professional sales skills.

Experiential Learning Theory

Experiential Learning Theory propose the fundamentally different view of the learning process from the behavioral theories or learning based on an empirical theories of learning that underlie traditional educational methods (Sugarman, 1987). It draws on the work of theories of human learning and development – to develop a dynamic, holistic model of the process of learning from experience and a multi-linear model of adult development (Kolb & Kolb, 2009). It integrates the works of the foundational experiential learning scholars around six premises : (Kolb & Kolb, 2009)

(1) Learning is best viewed as a process rather than an end result. The primary focus of improving higher education learning should be on engaging students in a process that best increases their learning - a process that includes feedback on the effectiveness of their learning efforts.

(2) All learning is re-learning. The optimal technique for supporting learning is one that draws forth students' beliefs and ideas about a topic so that they can be evaluated, tested, and combined with new, more refined concepts.

(3) Learning necessitates the resolution of conflicts between dialectically opposed modes of world adaptation. Conflict, differences, and disagreement are what drive the learning process and cause reflection, action, feeling, and thinking.

(4) Learning is a comprehensive adaptation process. It is the result of the total person's thinking, feeling, perceiving, and behaving, not just the result of cognition. It includes problem-solving, decision-making, and creative abilities.

(5) Learning is the result of a synergy between the individual and the environment.

(6) Learning is the process of creating knowledge. Social knowledge is created and recreated within the learner's personal knowledge.

Experiential Learning Theory defines learning as the process whereby knowledge is created through the transformation of experience (Kolb & Kolb, 2009). Experiential learning is a process of constructing knowledge. An experiential learning cycle model describing the components of experiential learning (as shown in the figure 2) (Kolb & Kolb, 2009). These components include Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation.

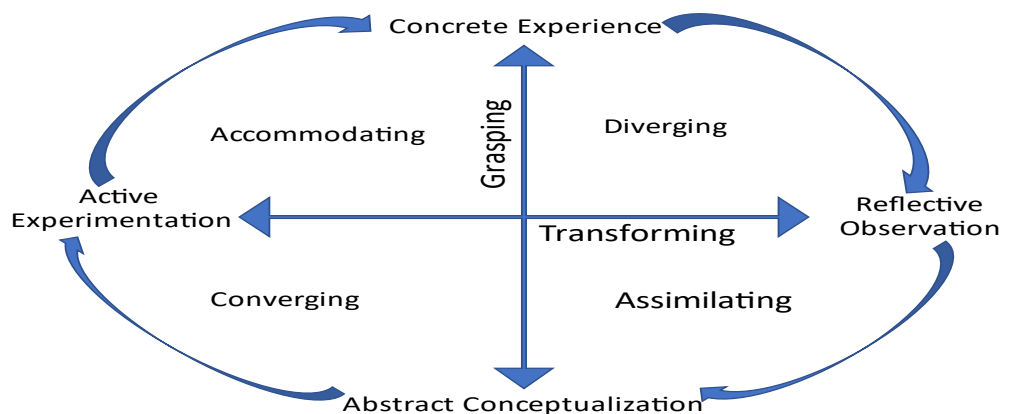


Figure 2 Experiential Learning Cycle

This process describes a learning process that includes the learner's actual experience, reflection on the experience, information and reflections from the experience, and the application of those ideas to new experiences. These new experiences may re-ignite the learning process, encouraging further reflection, abstract conceptualization, and active experimentation. (Inks & Avila, 2008).

There are several studies demonstrate that sales training is adaptive to experiential learning principles. Inks and Avila (2008) found that a series of active learning projects that include a combination of simulated and real-world learning experiences not only improve students' comprehension of sales and selling skills, but also begin to socialize students to the world of the sales professional. Later, Healy et al. (2011) examined two courses from existing sales training programs used in practitioner settings and found that the exercises and activities are followed the established cycle of experiential learning - concrete experience-reflective observation-abstract conceptualization active experimentation. The results also show how repeated iterations of the experiential learning cycle incrementally move students up Bloom's taxonomy of educational objectives. Recently, according to the study, which examines the extent to which client-based experiential projects are used in sport sales courses and determines whether teaching practices differ in client-based and non-client-based courses, 58.3%

of online survey responses used a client-based experiential sales project as a key component to the sales course of sport sales courses (Pierce, 2021).

In sales education, experiential learning can take many forms, including role-playing, videotaping, salesperson observation, contests, client-based projects, and others. Therefore, all these methods can serve as teaching practices in sales training.

Adult Learning

Organizing a training program for salespeople, who are mature adults, is adult learning. Working with adult trainees such as salespeople needs to understand how adults learn and how to support adults become more adequate learners (Ross, 2014). Therefore, Knowles's concept of andragogy or adult learning acts as the core of sales training program development. Knowles's concept of andragogy is premised on the five important assumptions characteristics of adult learners.

1. "The Learner's Self-Concept
2. The Role of the Learner's Experience
3. The Learner's Readiness to Learn
4. The Learner's Practical reasons to Learn (Knowles, 1996)
5. The Learner's Internal Motivation to Learn, which relates to the desired or goal in life – career or etc. "(Knowles, 2002)

Besides, Knowles proposed three reasons for self-directed learning-

1. "Proactive learners learn more things, and learn better, than reactive learners.
2. Self-directed learning is more in tune with our natural processes of psychological development.
3. Many of the new developments in education put a heavy responsibility on the learners to take a good deal of initiative in their own learning." (Knowles, 2002)

From the three reasons, educators and learners can take the proposed activities, which are listed in the five-step model involved:

1. "diagnosing learning needs.

2. formulating learning needs.
3. identifying human material resources for learning.
4. choosing and implementing appropriate learning strategies.
5. evaluating learning outcomes.” (Knowles, 2002)

As salesperson learning is adult learning, several studies demonstrate that sales training is adaptive to adult learning concepts. The research findings from Artis and Harris (2007) showed that sales managers can use the adult education concept of self-directed learning to enhance traditional salesforce training and educational approaches in order to increase salespeople's performance. Later, adults engage in self-directed learning, connecting new material to existing knowledge, their learning needs are prompted by real-world events, and adults are primarily competency-based learners, according to the findings of an action research study of training newly hired salespeople in a mid-sized financial institution (Maes, 2008). With the echoing from the research findings in the sales training areas suggested that it was possible to design a medical sales training program that applies andragogical principles (Washington II, 2016).

Hence, the sales training program needs to be adaptive to the concept of adult learning as salespeople are mature adults. The need to understand how adults learn and how to support adults to become more adequate learners is essential.

Exploratory Sequential Mixed Methods Research

An exploratory sequential mixed methods will be used for acquiring the information regarding micro-skills of selling from salespeople in Thai petrochemical and related Industries.

The intent of this design was to contain developing variables accommodated to a precise populace being studied earlier than administering instruments (Creswell, 2018). The exploratory sequential mixed methods was begun by exploring with qualitative data and analysis, then builds a feature to be tested such as a new survey instrument, experimental procedures or new variables, and tests this feature in a quantitative phase (Creswell, 2018). Although the exploratory sequential design is

normally used for development and administration of a new survey instrument (Munce, Guetterman, & Jaglal, 2021), Nastasi et al. (2007) indicated that exploratory approaches (including the exploratory sequential design) can be used for intervention/program development. There are several studies that have been using exploratory sequential mixed methods to develop instrument and intervention/program. Drollinger et al. (2006) developed the active empathetic listening scale by using exploratory sequential mixed methods, starting with literature review for listening and empathy scales, in order to generate items for the scale. Follow with interviews with key informants and then administered for pilot testing before the confirmation construct validity in the form of discriminant and nomological validity. Similarly, Munce et al. (2021) using the exploratory sequential design for complex intervention creation, integrating qualitative and quantitative findings from a series of previously published research on the considerations for a customized self-management program for people with spinal cord injury.

Hence, the results from the exploratory sequential mixed methods will be used to explore the factors in the micro-skills of selling for Thai petrochemical and related Industries Salespeople. Also, the instrument was used as a test or a scale for the micro-skills of selling pre and post an intervention to assess the effectiveness of a training program that would be developed based on the results of the exploratory sequential mixed methods.

Training Program Development

Foundation-level training is a crucial component of the sales training program. To properly plan and execute a sales call, salespeople must first master certain fundamental selling skills abilities—the skills that serve as the foundation for everything salespeople do throughout their careers. The steps that make up the sales process represent fundamental selling skills (Manning et al., 2012).

Business organizations realize the importance of sales skills development for salespeople as demonstrated by the training expense for salespeople across industries. From a salespeople's point of view, being equipped with the essential competencies,

will not only ensure a well-rewarded performance but also enhance career growth (Punwatkar & Varghese, 2014).

Training objective and training program design lead to the benefits gained from training. The training objective or purpose contributes focus, and design establishes deliberation of the important matters that promote the optimal learning which should favorably effect employee performance (Ross, 2014). Furthermore, the implementation of the training program is the critical part for success in trainees achieving their goals of their learning.

Instructional design and Instructional strategies are linked in the training program. As defined by Gagné (Gagne, Wager, Golas, Keller, & Russell, 2005), learning new knowledge is a manner that leads to trade in a learner's disposition and capabilities that can be mirrored in behavior. Human beings pick out and process information that some of it is filtered out and some of which is retained in our memory. These modifications affect our gaining knowledge of skills and the actual learning situations (Gagne et al., 2005). Then, Conditions of learning, which is the relationship between the learning situations and the changes in behavior; and exist in both external and internal to the learner, enable learning to occur. The essential factors for instructional design revolve around understanding the learner and the context within which the learner operates, including sociocultural expectations, values and public knowledge (Gagne et al., 2005). No less important in the training program, instructing strategies are methods instructors use to guide or help learners come to be independent and strategic learners. These strategies are learning strategies for learners independently pick out the suitable ones and use them successfully to entire their tasks or meet their goals. The strategies to use to train depend on the content, learners' experiences, knowledge, interests, learning patterns and the development of the learners. Also, it links to ongoing learner evaluation that is linked to learning goals, objectives and processes (Education, 1991).

Learning a process skill such as listening skill, questioning skill and sales presentation skill by applying in a context and integrated into a real-life learning task is

obviously better than viewing only the demonstration (Merrill, 2002). Role-playing is widely utilized in sales educations for teaching and improving personal selling skills and helps salespeople develop sales process skills such as listening, questioning and sales presentation skills, through application (Viosca & Cox, 2014). Role-playing is one of the learning exercise or teaching strategies (for instructors) in active learning, in which learners not only passively listening, but also, participating in the process by doing something (Bonwell & Eison, 1991). In active learning, doing is required more than just listening during the learning process for learners. Learners have to engaged in thinking of solving problems or doing activities, by which learners promote both comprehension and memory (Bonwell & Eison, 1991). Especially, learners involve themselves in analysis, synthesis, and evaluation (Renkl, Atkinson, Maier, & Staley, 2002).

Watching learner owns' role-play in the video is video self-modeling (Davis, 2019). It is manipulating self-focused attention (Silvia & Phillips, 2013) and it increases self-evaluation (Silvia & Duval, 2001). Continuous self-evaluation promotes the self-attribution process of behavioral analysis and investigations related to self-discrepancy theory. Therefore, creating objective self-awareness through video self-modeling during the training for the salespeople can lead to enhancing and improving acquired necessary and specific professional sales skills.

Also, several research studied on the "sales skills development program". An action research study using a recorded role-play used in educating newly hired salespeople in a mid-sized financial institution found that participants improved their skills and gained confidence in meeting the requirements of the commercial lending role. The instructor's expertise; appropriate materials; constructive and helpful feedback; active participation in role-play modification; and videotaped role-plays were factors ascribed to their learning (Maes, 2008). Also, Viosca and Cox (2014) investigated how role-play scenarios affect the learning process and proposed an innovative, process-focused method for accelerating sales skill development in students and found out that complex role-play scenarios can be over burdening to a student's cognitive load when learning a new skill, thereby impeding learning.

Hence the training program design will have the instructing strategies adaptive to active learning and Objective Self-Awareness creating through Video Self-Modeling.

Proposed Conceptual Framework

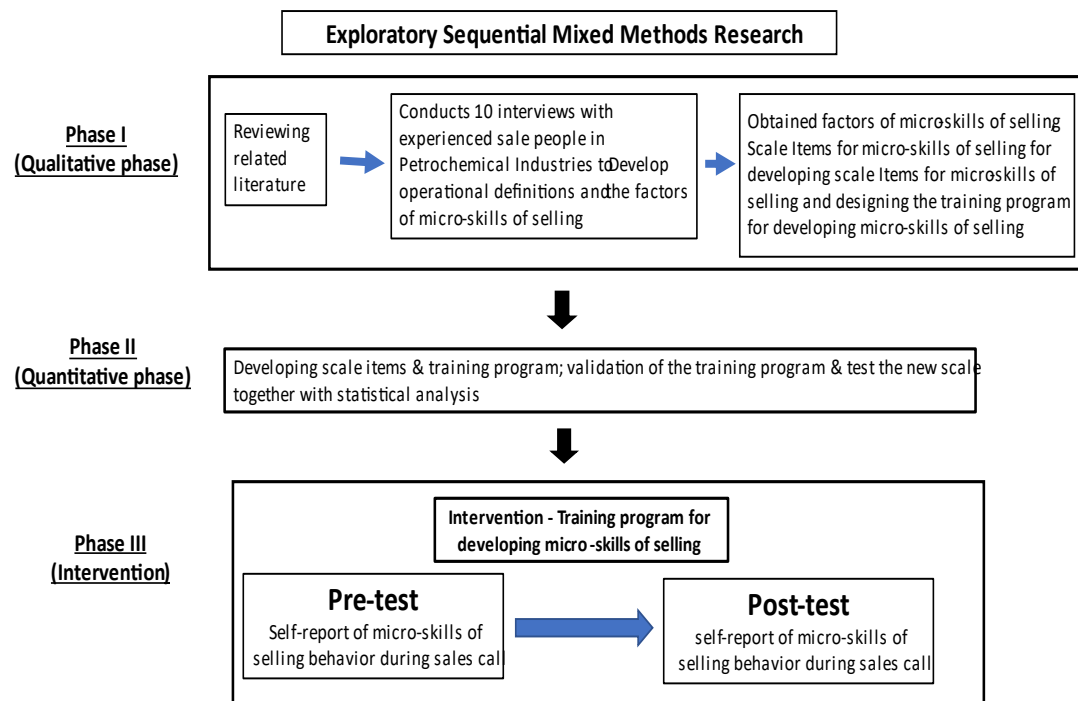


Figure 3 Conceptual Framework for Developing Scale and Evaluating Training Program for Micro-Skills of Selling for Salespeople in Thai Petrochemical Industry Research

This research would consist of three phases (as shown in figure 3).

Phase I – Qualitative phase

The related literatures were first reviewed in order to understand factors of micro-skills of selling & scale Items for micro-skills of selling. A series of semi-structure interviews with 10 key informants (experienced salespeople) were conducted in order to provide further insight into the factors of micro-skills of selling. All of the key informants have a minimum of 10 years of experience in sales in petrochemical and related companies in Thailand, with and one of the following qualifications – receipt of the sale award, holding the management or executive level at the present or meet at least 90 %

of the sale target (in average) during the sales career. After the interview, qualitative data (from the interview) was gathered and analyzed. Then the analyzed data was used for developing items for an instrument to measure micro-skills of selling and the micro-skills of selling for petrochemical and related Industries salespeople in Thailand training program.

Phase II – Developing micro-skills of selling scale and training program (quantitative phase).

Having the results from phase I for developing items for an instrument to measure micro-skills of selling and the micro-skills of selling for petrochemical and related Industries salespeople in Thailand training program.

Phase III - Evaluating the effectiveness of the training program to develop micro-skills of selling for petrochemical and related industries salespeople in Thailand (quantitative phase).

In this part of the study the researcher used the instrument from phase II to assess the effectiveness of a training program that was developed from phase II. First, having the participants did the test from phase II before attending the training program. Then, assess efficiency the effectiveness of the training program to develop micro-skills of selling for petrochemical and related industries salespeople in Thailand by administering the test to training program participants, 4-6 weeks after training.

Chapter 3

Research Methodology

This research was an exploratory sequential mixed methods design (Creswell, 2018). It consisted of three phases. The purpose of phase I was to explore the meaning and identify factors of micro-skills of selling for petrochemical and related industries sales professionals in Thailand. The purpose of the phase II was to develop the micro-skills of selling scale and a training program to develop micro-skills of selling for Petrochemical and related industries salespeople in Thailand by using the results from phase I. Phase III was to evaluate the effectiveness of the training program to develop micro-skills of selling for petrochemical and related industries salespeople in Thailand. This chapter presented the methodology, the design, and the details of each study of this research.

Design

This research consisted of three phases. Phase I began with a qualitative method that aimed to explore the meaning and identify factors of micro-skills of selling for petrochemical and related industries sales professionals in Thailand. For phase II, a micro-skills of selling scale and the training program to develop micro-skills of selling for Petrochemical and related industries salespeople in Thailand were developed based on phase I results. Then the effectiveness of the training program to develop micro-skills of selling for petrochemical and related industries salespeople in Thailand was evaluated in phase III. The details for each phase of this research are presented as followed.

Phase I – Qualitative phase

Participants of research

Key informants

This phase included 10 key informants who were experienced petrochemical industries salespeople with a minimum of 10 years of experience in sales in petrochemical and related companies in Thailand, with one of the following

qualifications – receipt of the sale award, holding the management or executive level at the present or meet at least 90 % of the sale target (in average) during the sales career. To explore the meaning and identify factors of micro-skills of selling for petrochemical and related industries sales professionals in Thailand, a semi-structured interview technique was used to gather data from 10 key informants. To protect the confidentiality of key informants, they were coded anonymously.

Details of each key informants as shown in the table 1

Table 1 List of key informants

Name	Years of sales experience	Present Job title	Petrochemical and related to Petrochemical Industries	Organization
1. Mr. A	25	Head of Commercial - Industrial Solution	Distributor	Multinational company
2. Ms. B	10	Industrial Manager – Industrial Chemical	Distributor	Multinational company
3. Ms. C	10	Industrial Manager – Coatings & Adhesive	Distributor	Multinational company
4. Mr. D	33	Regional Sales Manager	Manufacturer	Multinational company
5. Ms. E	22	Business Unit Manager – Personal Care	Distributor	Multinational company
6. Mr. F	14	Key Account Manager	Manufacturer	Multinational company
7. Mr. G	24	Customer Manager – Plastic Additives	Manufacturer	Multinational company
8. Mr. H	21	Account Manager – Thailand,	Manufacturer	Multinational company
9. Mr. I	15	Business Unit Manager – Rubber	Distributor	Multinational company
10. Mr. J	25	Business Development Manager	Manufacturer	Multinational company

Phase I - Qualitative phase procedure

The goal of the qualitative phase was to explore the meaning and identify factors of micro-skills of selling for petrochemical and related industries sales professionals in Thailand. The procedure of the qualitative phase is presented as follows.

1. The researcher submitted the proposal to the Ethics Review Committee, Srinakharinwirot University for data collection. This study was approved for research ethics by Ethics Review Committee, Srinakharinwirot University Certificate No. SWU EC/G-039/2565E

2. The micro-skills of selling concept was reviewed in order to understand the concept, meaning. This step was done to help gather information and as a primary data for developing factors of micro-skills of selling.

3. The researcher met key informants and introduced himself. Clarify the purpose of the research and ask for cooperation in participating in the experiment. Explained the nature of the program, time spent and rights, including protection of the rights of research participants.

4. A qualitative technique was used to collect data by using semi-structure interview technique on key informants.

5. Every in-dept interview occurred during February – March 2022. All in-dept interview lasted between 34-52 minutes and was recorded via the <https://zoom.us/> and a web-based recorder. During the interview, the participant responded to open-ended questions related to his or her sales experience; and the follow up questions were asked based on the responses of the participants, the interview questionnaire, and the research objectives.

6. The data was gathered from key informants and the interviews were transcribed by researcher and reviewed for accuracy by key informants. The significant data gathered from interview were analyzed through deductive content analysis (Krippendorff, 2004). The gathered data were condensed into meaning units,

such as words or sentences, relating to similar content. These units were then labeled with a code and were grouped together if they reflected the same main concept.

7. The developed factors of micro-skills of selling for petrochemical and related industries sales professionals in Thailand was investigated with the micro-skills of selling concept.

Measurements

The semi-structured questionnaire included open-ended questions that were used when interviewing the experts, as shown as follows.

- In your view, what are the sales skills that most contribute to your success in your sales professional career in the petrochemical industry in Thailand?

- In the scope of skills, which sales skills are important/crucial to your success?

- (Follow up #1, if key informants did not mention sales skills) In your view, could you please list the 5 important sales skills?

- (Follow up #2.1) Can you elaborate further regarding those sales skills that you mentioned?

- (Follow up #2.2 if key informants did not mention micro-skills of selling) Consider those skills that you mentioned, in your opinion, could you please share if there any basic skills that provide important support or foundation for those skills?

- Can you elaborate/explain more about why and specifically name which basic skills are important to your success?

- Can you specifically name these basic skills and illustrate how you utilize each to advance your career?

- How have you developed your basic selling skills (Micro-skills of selling)?

All questions were reviewed by three experts in the field for content validity. The index of item-objective congruence (IOC) was examined for reliability. All questions had an Item Objective Congruence (IOC) higher than 0.6.

Phase II – Developing micro-skills of selling scale and training program (quantitative phase).

Populations and samples

The population in this study included 300 petrochemical industries salespeople, as estimated by the experts from petrochemical industries. A purposive sampling technique was used for selecting the sample. The sample was categorized into two separate groups. A sample of 20 petrochemical industries salespeople – salespeople who work for petrochemical industries and related companies both manufacturers and distributors in Thailand, for pilot testing an instrument to measure micro-skills of selling. According to Nunnally (1978), for EFA analysis, the ratio of participants to items recommended a 10 to 1 ratio or ten cases for each item to be factor analyzed. Due to the items number in this research, an adequate size of using EFA was at least 230 petrochemical industries salespeople in Thailand. The scale for Micro-skills of Selling was sent to 250 petrochemical industries salespeople who were selected randomly from petrochemical industries salespeople in Thailand for administration of a new instrument. A sample of 202 completed questionnaires were received, therefore, a new instrument was administered to a sample of 202 petrochemical industries salespeople who were selected randomly from petrochemical industries salespeople in Thailand for administration of a new instrument.

Phase II - Quantitative phase procedure

The goal of the quantitative phase was to develop scale items & training program, including validation of the training program & test a micro-skills of selling scale for petrochemical and related industries sales professionals in Thailand. The procedure of the quantitative phase is presented as follows.

Developing micro-skills of selling scale items

1. The analyzed data from phase I was used for developing items for an instrument to measure micro-skills of selling.

2. The researcher informed participants to clarify the purpose of the research and ask for cooperation in participating in the experiment. Explained the nature of the program, time spent and rights, including protection of the rights of research participants.

3. The developed micro-skills of selling scale for petrochemical and related industries sales professionals in Thailand was created in both Thai and English and tested for reliability. The procedure is as follows.

- These items were reviewed by five experts in the field for content validity. The index of item-objective congruence (IOC) was examined for reliability. The 25 items had an Item Objective Congruence (IOC) higher than 0.6.

- Total 25 items were kept and 10 items of these 25 items were amended for the English statement by the independent bilingual specialist.

- The 25 items micro-skills of selling scale tested on 20 petrochemical industries salespeople for pilot testing an instrument to measure micro-skills of selling (Try out phase). These 20 petrochemical Industries salespeople were asked to evaluate their behaviors prior/during/after the sales calls/customer meetings on a 5-point Likert-type scale of items ranging from "Never" to "Always".

- Reliability was tested to validate the 25 items micro-skills of selling scale. Two items were removed from the 25 items micro-skills of selling scale.

- Exploratory factor analysis (EFA) was conducted to validate the 23 items scale for Micro-skills of Selling using a different sample of salespeople from the sample of salespeople in the try-out phase. The 23 items micro-skills of selling scale tested on 202 petrochemical industries salespeople for validating an instrument to measure micro-skills of selling. These 202 petrochemical Industries salespeople were asked to evaluate their behaviors prior/during/after the sales calls/customer meetings on a 5-point Likert-type scale of items ranging from "Never" to "Always".

Developing a training program to develop micro-skills of selling for Petrochemical and related industries salespeople in Thailand. The procedure is presented as follows.

Step 1: The study of theoretical concepts

1. Researchers examined concepts, theories, and findings related to the development of micro-skills of selling for salespeople, including various factors that influence the micro-skills of selling development for salespeople.

2. Develop a program to promote micro-skills of selling for salespeople. It combines concepts, theory, and research that support the effectiveness of the program.

Step 2 Create an activity structure in the program.

Based on the study of relevant documents in Step 1, the researcher developed an activity framework to be used as a guideline for the construction of activities in the program to encompass ideas, theories, and indicators evaluated in phase 1, which is separated into two parts as follows.

Part 1: Activities relating to salespeople's understanding of micro-skills of selling.

Part 2. Activities linked to the development of micro-skills of selling for salespeople, as well as techniques for teaching and learning based on the concept of adult learning concept, experiential learning theory, social cognitive theory – modeling & objective self-awareness. Training approaches included trainer lectures, class discussion, experience sharing among participants, role-plays, watching role-plays videos, and feedback. In addition to arranging the learning process in accordance with Gagne's concept.

Step 3 Develop a micro-skills of selling development program for petrochemical and related Industries salespeople in Thailand.

Step 4 Validating the developed program. The researcher then did the following.

1. Consider the suitability of each component of the 8 activities - activity names, objectives, and related concepts. activity methods, materials, and assessments.

2. Three experts validated the training program's objectives, contents, activities, and implications of learning theories by 3 experts. All objectives, contents, activities, and implications of learning theories had an Item Objective Congruence (IOC) higher than 0.6.

3. Taking the advice from experts to improve the activity program.

Tools

Micro-skills of selling scale

The micro-skills of selling scale was developed from the first phase of this study. The developed scale aimed to measure the behaviors prior/during/after the sales calls/customer meetings in petrochemical industries salespeople by using a 5-point Likert-type scale of items ranging from "Never" to "Always". The questionnaire included 14 items after conducting EFA. The three dimensions of micro-skills of selling included listening skills, questioning skills and presentation skills, with a Cronbach alpha reliability coefficient of 0.88 for the whole scale.

Example of micro-skills of selling scale

a) ฉันตั้งใจฟังลูกค้าอย่างจริงจัง (I tend to listen to customers seriously.)

 เสมอ Always บ่อยครั้ง Very often บางครั้ง Sometimes นานๆครั้ง Rarely ไม่เคย Never

b) ถ้าลูกค้าเลี้ยงที่จะตอบในครั้งแรกที่ถาม ฉันจะปรับเปลี่ยนคำถาม เพื่อที่จะใช้ถามภายหลัง

(If the customers seem to avoid answering my question first, I will "rephrase" my question before asking again later.)

สม่ำเสมอ Always บ่อยครั้ง Very often บางครั้ง Sometimes นานๆครั้ง Rarely ไม่เคย Never

c) ชื่นนำเสนอคุณค่าของสินค้าและบริการที่โดดเด่นให้กับลูกค้าได้อย่างมีประสิทธิภาพ

(I can effectively present a unique value proposition to the customer.)

สม่ำเสมอ Always บ่อยครั้ง Very often บางครั้ง Sometimes นานๆครั้ง Rarely ไม่เคย Never



Table 2 Micro-Skills of Selling Development Training Program (Prior the validation from experts)

Activities	Objectives	Details	Implications of learning theories
Day 1			
1 st activity "Introduction" (20 minutes)	<ul style="list-style-type: none"> - Greeting - Inform objectives, expectations, and agenda & time. (Assure the positive climate for learning) 	<ul style="list-style-type: none"> - Introduce facilitator, self -introduction from all participants 	<ul style="list-style-type: none"> Attention (Information Processing theory) - Gaining attention Self-regulation - Motivation (Goal Settings)
2 nd activity "Assessing Micro-Skills of selling" (25 minutes)	<ul style="list-style-type: none"> - Assessing the Micro-skills of selling 	<ul style="list-style-type: none"> - All participants do the Micro-skills of selling scales from the Google form link that was sent in the Line group 	
3 rd activity "6-Stage Sales Call Process" (75 minutes)	<ul style="list-style-type: none"> - To educate importance and principle of the 6-stages of sales call process - To educate importance and principles of Micro-skills of selling for each stage 	<ul style="list-style-type: none"> - Facilitator presents the "why" the 6-stages of sales call process and micro-skills of selling are important for salespeople and the principles of the 6-stages of sales call process and Micro-skills of selling, together with discussion & sharing experiences from all participants in the class on all topics. 	<ul style="list-style-type: none"> - Adult learning concept - Discussion and experience sharing in the class among participants will enhance the learning for participants through the adult learning concept.

Table 2 (Cont.)

Activities	Objectives	Details	Implications of learning theories
4 th activity "Listening and Questioning Skills" (60 minutes)	<ul style="list-style-type: none"> - To educate importance and principles of listening and questioning skills 	<ul style="list-style-type: none"> - Facilitator presents the "why" listening and questioning skills are important for salespeople and the principles of listening and questioning skills, together with discussion & sharing experiences from all participants in the class on all topics. - Facilitator leads to the practice session - Participants (In pair, take turn to be the customer, and sale professionals) doing the "role-plays". 	<ul style="list-style-type: none"> - Experiential learning theory <ul style="list-style-type: none"> - With the experience sharing among participants, participants will learn through principle of experiential learning. - Adult learning concept - <ul style="list-style-type: none"> Discussion and experience sharing in the class among participants will enhance the learning for participants through the adult learning concept. - Experiential learning theory - <ul style="list-style-type: none"> With role-plays, participants will learn through principle of experiential learning.

Table 2 (Cont.)

Activities	Objectives	Details	Implications of learning theories
5 th activity “Developing the listening and questioning skills” (240 minutes)	<ul style="list-style-type: none"> - To develop listening and questioning skills 	<ul style="list-style-type: none"> - Facilitator leads to the practice session - Participants (In group of three, take turn to be the customer, sale professionals and observer) doing the “role-plays” (different scenario) with the video recording during each round of role-plays. - After finishing each round of the role-plays, the observer and customer will give the feedback to sale professional together watching the recorded video for each individual role-plays. 	<ul style="list-style-type: none"> - Experiential learning theory - With role-plays, participants will learn through principle of experiential learning. - Social cognitive theory – Modeling & Objective self-awareness - Watching the role-plays video, the participants will accurately perceive the reality from the role-plays video -Objective self-awareness & learn through modeling – social cognitive theory.

Table 2 (Cont.)

Activities	Objectives	Details	Implications of learning theories
6 th activity "Sales Presentation skills" (180 minutes)	- To educate importance and principles of sales presentation skills)	<p style="text-align: center;">Day 2</p> <ul style="list-style-type: none"> - Facilitator presents the "why" sales presentation skills is important for salespeople and the principles of sales presentation skills, together with discussion & sharing experiences from all participants in the class on all topics. - Facilitator leads to the practice session - Participants (In pair, take turn to be the customer, and sale professionals) doing the "role-plays" (different scenario). 	<ul style="list-style-type: none"> - Adult learning concept - Discussion and experience sharing in the class among participants will enhance the learning for participants through the adult learning concept. - Experiential learning theory - With role-plays, participants will learn through principle of experiential learning.

Table 2 (Cont.)

Activities	Objectives	Details	Implications of learning theories
7 th activity “Developing Sales Presentation skills” (240 minutes)	<ul style="list-style-type: none"> - To develop sales presentation skills 	<ul style="list-style-type: none"> - Facilitator leads to the practice session - Participants (In group of three, take turn to be the customer, sale professionals and observer) doing the “role-plays” (different scenario) with the video recording during each round of role-plays. - After finishing each round of the role-plays, the observer and customer will give the feedback to sale professional together watching the recorded video for each individual role-plays. 	<ul style="list-style-type: none"> - Experiential learning theory - With role-plays, participants will learn through principle of experiential learning. - Social cognitive theory – Modeling & Objective self-awareness - Watching the role-plays video, the participants will accurately perceive the reality from the role-plays video - Objective self-awareness & learn through modeling – social cognitive theory.

Table 2 (Cont.)

Activities	Objectives	Details	Implications of learning theories
<p>8th activity</p> <p>“AAR (After Action Review)” job</p> <p>(20 minutes)</p>	<ul style="list-style-type: none"> - To enhance retention and transfer to the 	<ul style="list-style-type: none"> - Facilitator leads to AAR session - Facilitator encourages participants to share their opinions and experiences, together with discussion on what they learned from the training. - Warp up by facilitator. - Facilitator informs all participants for the follow-up part - the Micro-skills of selling scales from the Google form link would be sent to all participants in the Line group, four weeks after the training. This is for assessing efficiency of development and effectiveness of the training program to develop micro-skills of selling. 	

Table 3 Micro-Skills of Selling Development Training Program (After the advice from experts)

Activities	Objectives	Details	Implications of learning theories
Day 1			
1 st activity "Introduction" (20 minutes)	<ul style="list-style-type: none"> - Greeting - Inform objectives, expectations, and agenda & time. (Assure the positive climate for learning) 	<ul style="list-style-type: none"> - Introduce facilitator, self -introduction from all participants 	
2 nd activity "Assessing Micro-Skills of selling" (25 minutes)	<ul style="list-style-type: none"> - Assessing the Micro-skills of selling 	<ul style="list-style-type: none"> - All participants do the Micro-skills of selling scales from the Google form link that was sent in the Line group 	
3 rd activity "6-Stage Sales Call Process" (75 minutes)	<ul style="list-style-type: none"> - To educate importance and principle of the 6-stages of sales call process - To educate importance and principles of Micro-skills of selling for each stage 	<ul style="list-style-type: none"> - Facilitator presents the "why" the 6-stages of sales call process and micro-skills of selling are important for salespeople and the principles of the 6-stages of sales call process and Micro-skills of selling, together with discussion & sharing experiences from all participants in the class on all topics. 	<ul style="list-style-type: none"> - Adult learning concept - Discussion and experience sharing in the class among participants will enhance the learning for participants through the adult learning concept.

Table 3 (Cont.)

Activities	Objectives	Details	Implications of learning theories
<p>4th activity “Listening and Questioning Skills” (60 minutes)</p>	<p>- To educate importance and principles of listening and questioning skills</p>	<p>- Facilitator presents the “why” listening and questioning skills are important for salespeople and the principles of listening and questioning skills, together with discussion & sharing experiences from all participants in the class on all topics.</p> <p>- Facilitator leads to the practice session</p> <p>- Participants (In pair, take turn to be the customer, and sale professionals) doing the “role-plays” .</p>	<p>- Adult learning concept - Discussion and experience sharing in the class among participants will enhance the learning for participants through the adult learning concept.</p> <p>- Experiential learning theory – With the first role-plays, participants will learn through principle of experiential learning at the concrete learning & reflective observation steps.</p>

Table 3 (Cont.)

Activities	Objectives	Details	Implications of learning theories
<p>5th activity</p> <p>“Developing the listening and questioning skills” (240 minutes)</p>	<ul style="list-style-type: none"> - To develop listening and questioning skills 	<ul style="list-style-type: none"> - Facilitator leads to the practice session - Participants (In group of three, take turn to be the customer, sale professionals and observer) doing the “role-plays” (different scenario) with the video recording during each round of role-plays. - After finishing each round of the role-plays, the observer and customer will give the feedback to sale professional together watching the recorded video for each individual role-plays. 	<ul style="list-style-type: none"> - Experiential learning theory - With role-plays #2, participants will learn through principle of experiential learning at the abstract conceptualization, and active experimentation steps. - Social cognitive theory – Modeling & Objective self-awareness - Watching the role-plays video, the participants will accurately perceive the reality from the role-plays video - Objective self-awareness & learn through modeling – social cognitive theory.

Table 3 (Cont.)

Activities	Objectives	Details	Implications of learning theories
<p>6th activity "Sales Presentation skills" (180 minutes)</p>	<p>- To educate importance and principles of sales presentation skills)</p>	<p style="text-align: center;">Day 2</p> <p>- Facilitator presents the "why" sales presentation skills is important for salespeople and the principles of sales presentation skills, together with discussion & sharing experiences from all participants in the class on all topics.</p> <p>- Facilitator leads to the practice session</p> <p>- Participants (In pair, take turn to be the customer, and sale professionals) doing the "role-plays" (different scenario).</p>	<p>- Adult learning concept - Discussion and experience sharing in the class among participants will enhance the learning for participants through the adult learning concept.</p> <p>- Experiential learning theory - With the first role-plays in day 2, participants will learn through principle of experiential learning at the concrete learning & reflective observation steps.</p>

Table 3 (Cont.)

Activities	Objectives	Details	Implications of learning theories
<p>7th activity “Developing Sales Presentation skills” (240 minutes)</p>	<p>- To develop sales presentation skills</p>	<ul style="list-style-type: none"> - Facilitator leads to the practice session - Participants (In group of three, take turn to be the customer, sale professionals and observer) doing the “role-plays” (different scenario) with the video recording during each round of role-plays. - After finishing each round of the role-plays, the observer and customer will give the feedback to sale professional together watching the recorded video for each individual role-plays. 	<p>- Experiential learning theory - With role-plays #2 of the day, participants will learn through principle of experiential learning at the abstract conceptualization, and active experimentation steps.</p> <p>- Social cognitive theory – Modeling & Objective self-awareness - Watching the role-plays video, the participants will accurately perceive the reality from the role-plays video - Objective self-awareness & learn through modeling – social cognitive theory.</p>

Table 3 (Cont.)

Activities	Objectives	Details	Implications of learning theories
<p>8th activity</p> <p>“AAR (After Action Review)”</p> <p>(20 minutes)</p>	<ul style="list-style-type: none"> - To enhance retention and transfer to the job 	<ul style="list-style-type: none"> - Facilitator leads to AAR session - Facilitator encourages participants to share their opinions and experiences, together with discussion on what they learned from the training. - Warp up by facilitator. - Facilitator informs all participants for the follow-up part - the Micro-skills of selling scales from the Google form link would be sent to all participants in the Line group, four weeks after the training. This is for assessing efficiency of development and effectiveness of the training program to - develop micro-skills of selling. 	

Phase III Evaluating the effectiveness of the training program to develop micro-skills of selling for petrochemical and related industries salespeople in Thailand.

Participants

A sample of 20 salespeople who work for a distributor in the petrochemical Industries and related industries in Thailand. A purposive sampling technique was used for selecting the sample. All salespeople were trained in two days (~17 Hours).

Procedure

In this study, the researcher conducted a micro-skills of selling development program for petrochemical and related industries salespeople in Thailand. Here is the process:

1. Using the petrochemical and related industries distributor as a sample, the researcher contacted the executives of the company to organize a micro-skills of selling development program for petrochemical and related industries salespeople in Thailand. The program lasted two days where the researcher explained the purpose of the study and the benefits that would come from it.

2. The researcher met the sample group and introduced himself. Clarify the purpose of the research and ask for cooperation in participating in the experiment. Explained the nature of the program, time spent and rights, including protection of the rights of research participants.

3. A micro-skills of selling development program for petrochemical and related industries salespeople in Thailand was launched. The program lasted two days (~17 hours).

4. Pre-experiment research was employed in this study since the sample was purposively selected into the experimental group and there was a restricted quantity of samples. As a result, there was no control group in this study, although there were pre- and post-tests.

5. Prior to the program, the researcher gathered data by giving the questionnaire to the sample group and explaining how to answer the questionnaire in detail using Google Form. The sample was provided with the opportunity to ask further

questions. Throughout the questionnaire answer, the researcher was present with the sample.

6. Examine the questionnaire for completeness.

7. Upon the completion of the program and the collection of surveys, the researcher conveyed his thanks to the sample group and answered further questions. Additionally, after 4-6 weeks of the program, notified the sample about the data collection by providing questionnaires to the sample group to answer the questionnaire using Google Form.

Tools & Measurements

1. A micro-skills of selling scale, which was developed from phase II. The developed scale aimed to measure the behaviors prior/during/after the sales calls/customer meetings in petrochemical industries salespeople by using a 5-point Likert-type scale of items ranging from “Never” to “Always”. The questionnaire included 14 items with a Cronbach alpha reliability coefficient of 0.88 for the whole scale.

2. A micro-skills of selling development program for petrochemical and related Industries salespeople in Thailand. The training program included 8 activities with an Item Objective Congruence (IOC) higher than 0.6. for all objectives, contents, activities, and implications of learning theories had an Item Objective Congruence (IOC) higher than 0.6.

Data analysis

A micro-skills of selling scale for petrochemical and related industries sales professionals in Thailand from phase II was administered before and four to six weeks after the training date. The data was analyzed by the pre-test and post-test measurements of one group (Paired t test). SPSS was used for the statistical analysis of data.

Ethical considerations and confidentiality

After the proposal was approved, and before data collection started, the researcher applied to the Research Ethics Committee at Srinakarinwirot University for approval. All ethical practices of research were followed. These included that,

participants received a letter which included an invitation to participate, a brief explanation of the study, a consent form, and demographic questionnaire. Generally, the consent form included (1) the participant's right to withdraw consent at any time, (2) the purpose of the study and procedure, (3) the steps for protecting confidentiality, (4) any known risk, and (5) the expected benefit of participation.



Chapter 4

The Research Findings

Phase I – Exploring the meaning and identify the factors of micro-skills of selling for petrochemical and related industries sales professionals in Thailand.

The aim of this phase was to explore micro-skills of selling for sales professionals in Petrochemical Industries in Thailand.

Data analysis

The data analysis was done through deductive content analysis (Krippendorff, 2004) . The collected data was compressed into semantic units such as words or sentences related to similar content. These units were then coded and grouped together if they reflected the same underlying concept, in which response to the concepts and theories. The themes not only reflected the participants' original words and thoughts but also, the researcher's interpretations.

Results

First Phase

The findings from the first phase were organized by 2 main themes from the interviews: definition of micro-skills of selling and measurement of micro-skills of selling. These themes were identified through deductive content analysis (Krippendorff, 2004). The themes are explained in detail.

Theme 1: Definition of micro-skills of selling

Micro-skills of selling focus on interactions of individuals and small groups in a sales call. A micro-skill of selling identified various areas that should contribute to overall selling abilities. Using micro-skills of selling during a sales call is thus essential. As a result, these micro-skills of selling – listening skills, question skills and presentation skills were used altogether within a sales call-in sales career. As Regional Sales Manager, Manufacturer, mentioned,

“These three skills – listening, questioning, and presenting are all important. From my experience, in my sales call process, all these skills are in there. They are mixed, cannot miss any skills. However, the use of each one is different in each individual

situation. For example, if we meet with customers that love to talk, we listen more than we ask and present. We may just ask and probe a little, customers will just talk – how they are, what they want. In contrast, if we meet the quiet customers, we must ask a lot and listen a lot.”

Male, Regional Sales Manager, Manufacturer

Furthermore, others further stated that micro-skills of selling were used at all in a more complex way depending on the circumstances at the front. As Industrial Manager – Industrial Chemical, Distributor, explained,

“I will have a set of open-ended questions and some information to share with customers... It is difficult to explain “how to ask”. It depends on the situation. For example, I will ask about the market situations, their plans or any new products launch, these are general, then I will wait for the reply. Not really asking personal wise, however, some customers like to talk about their families. This type of customer is easier to talk and to get the information... At the end of the meeting, mostly, I will use the close-ended question such as “how about some sample for testing?”. Prior to that, I will expand a little bit by presenting some information such as the how the product can help, how the performance of customer’s product would be better and end up with the question “500 g of sample is enough for your testing?”

Female, Industrial Manager – Industrial Chemical, Distributor

Moreover, Business Manager, Distributor, indicated that micro-skills of selling were applied in a more complicated manner based on the conditions at hand.

“There is a customer who produces hair coloring products. Because of COVID-19 pandemic, the business slowed down, he went back to his hometown. We ask what kind of alcohol gel being used in this area. Customer replied they use the not-quite - standard one, can see the gel separation, does not look good. Then I told the customer “If you want to do the nice one, there is one that can use and give the clear and nice look. No need to worry for precipitation as the stability is excellent. He asked

if the product was expensive, since he knew that our product was high price. I present to him that compared to the efficiency; the formulation cost is minimal. We try not to use negative words such as expensive. This is how we present.”

Female, Business Manager, Distributor

Likewise, Business Development Manager, Manufacturer, further stated that micro-skills of selling were employed collectively during a sales call in a more complicated order with varying tactics depending on the scenario at hand:

“For example, if we want to get the competitors’ information, some customers do not want to share but want to listen from us. We may have to go in and ask questions such as customer keep the inventory locally or not, is my understanding correct?... If we ask open-ended questions such as “can you tell me how BB sell to you or How BB provide you, their service?” we will not get the answers as customers may not want to tell us all....it depends on the situation, same skills are not fit all situations. We need to do homework first, what we want from the meeting. Sometimes we must talk a lot, sometimes we listen a lot, and sometimes we must question more.”

Male, Business Development Manager, Manufacturer

Furthermore, participants in this study cited several sales skills, including micro-skills of selling, as important /crucial to their success. As Business Unit Manager, Distributor claimed,

“The micro-skills of selling is necessary for communicating with customers. Personally, I think “opportunity seeking” is the one that is crucial to my success. Actually, these skills work together.”

Male, Business Unit Manager, Distributor

Specific micro-skills of selling such as questioning skills was mentioned as it provided the opportunity to explore customers’ needs and lead to providing the solution

for customers' problem. As Industrial Manager – Coatings & Adhesive, Distributor claimed,

“Actually, it is how we choose questions to ask to help us to sell. If we ask good questions to customers and get wither the pain points or key points for the project. It would be easier to succeed. Can solve customer 's problems better.”

Female, Industrial Manager – Coatings & Adhesive, Distributor

Also, individual sales skills such as presentation skills, listening skills, negotiating skills, questioning skills, sales closing skills, and technical skills were all emphasized as important/crucial to success, as Account Manager, Manufacturer and Industrial Manager – Industrial Chemical, Distributor emphasized,

“The importance depends on the situation. Questioning, listening, presenting, and negotiating, I think they are equally important, depending on the situation that we are going to utilize.”

Male, Account Manager, Manufacturer

“Yes, all these skills – technical skills, questioning skills, listening skills, presentation skills, and negotiation skills are important to my success.”

Female, Industrial Manager – Industrial Chemical, Distributor

The findings illustrated that micro-skills of selling are the actions of individual sales skills used during the interaction between customers and salespeople for understanding how to handle, resolve issues and knowing how to present.

Theme 2: Measurement of micro-skills of selling

When the question “which sales skills contributed the most to your success?”, was asked, most participants in this study indicated that the sales skills that most contribute to their success in sales professional career in Petrochemical industry in Thailand were communication skills. One of the participants described his experience this way:

“Looking back, I would say I use three skills: Communication and meetings with customers. After talking with the customer, you also need to listen and understand the message. I'm not sure if the third one I looked at was for sales abilities or not. I believe it is a personality trait.”

Male, Customer Manager, Manufacturer

However, when asking participants to elaborate communication skills were meant to them, the three subthemes were revealed within the communication skills - listening or questioning or presentation skills. Therefore, three subthemes emerged as factors that contributed the most to salespeople's success: listening, questioning and presentation skills.

Listening skills

This subtheme was mentioned as the most contributor to their success as listening skills was the key fundamental sale skills. As Head of Commercial, Distributor mentioned,

“There are a lot of skills within the sales skills area. To make it simple, I think, personally, listening is the important and basic sales skills that contribute to the sales success.”

Male, Head of Commercial, Distributor

In addition, listening skills would be utilized to develop other sales skills that important to the selling process, as Business Manager, Distributor claimed,

“Listening is the first one. First thing, we need to study and understand our products before going out to sell. In terms of technical knowledge, it is from learning, listening, and understanding. Once we understand, we must put it into the easy-to-understand language, know how to summarize the key messages or key points, and develop the introduction to get customer's attention and listen to us”

Female, Business Manager, Distributor

Questioning skills

This subtheme was mentioned as the most contributor to salespeople's success because of their experiences in their careers. Questioning skills was helping

salespeople to uncover the demands faster and more effectively, when meeting new customers or even meeting an existing customer on a regular basis. As Regional Sales Manager, Manufacturer elaborated,

“There are 3-4 skills. I think the first one is questioning skills, followed by listening skills and the third one is closing skills. I have been practicing these skills for more than 20 years.... Whether you're meeting new clients or have older clients you meet regularly, asking the right questions can help make your shoot effective and direct.”

Male, Regional Sales Manager, Manufacturer

Furthermore, questioning skills is the key fundamental sale skills that helping salespeople in determining customers' needs, as Industrial Manager – Industrial Chemical, Distributor claimed,

“I think there are technical issues that we have to provide to our customers, and problems with our ability to identify customers' needs... It may be questioning, probing or even general talking, then observing for what customers want from the communication.”

Female, Industrial Manager – Industrial Chemical, Distributor

Presentation skills

Presentation skills was mentioned as the subtheme as the most contributor to salespeople's success. Business Development Manager, Manufacturer elaborated the importance of presenting or “talking” as encountering the situation of “silence” customers,

“Personally, I think it is the talking. Many may think he needs to listen, but if the customer doesn't speak, they keep silent. It is important to speak to obtain information or speak to present it, but we need to follow it for people to listen and understand what we are trying to present.... So, talking is my number one.”

Male, Business Development Manager, Manufacturer

Moreover, having technical knowledge or technical expertise is required, but presenting abilities are required to help buyers picture the benefits that they will receive.

Therefore, presentation skills are highlighted as the most contributor to salespeople success by Account Manager, Manufacturer,

“Although, technical knowledge is a must, however, it needs the presentation skills to make the customers visualized the benefits that they would get.”

Male, Account Manager, Manufacturer

Furthermore, the combinations of individual sales skills from a micro-skills of selling such as presentation skills, listening skills, negotiation skills, questioning skills, sales closing skills and technical skills were equally highlighted as important/crucial to success, as Account Manager, Manufacturer and Industrial Manager – Industrial Chemical, Distributor emphasized,

“The importance depends on the situation. Questioning, listening, presenting, and negotiating, I think they are equally important, depending on the situation that we are going to utilize.”

Male, Account Manager, Manufacturer

“Yes, all these skills – technical skills, questioning skills, listening skills, presentation skills, and negotiation skills are important to my success.”

Female, Industrial Manager – Industrial Chemical, Distributor

Analytical skills was highlighted as more importance to success than other sales skills, as it led to decision making. However, a micro-skills of selling such as interpersonal skills, listening skills and questioning skills were indicated as the important base before analysis. As Key Account Manager, Manufacturer commented,

“It is still the analytical skills to find customer needs and response or match those needs. I think this still is the key. However, other contribution causes – interpersonal skills, listening skills; these are the important foundation. To be able to analyze, you need to have enough raw materials, enough information. This will lead to the analytical part – taken place or not, right or wrong, it is all from appropriate relationship,

*obtaining the right information from customers, good listening skills, right questioning.
All these are giving the input for analyzing.”*

Male, Key Account Manager, Manufacturer

The summary of the mentioned skills by number of participants as shown in table 4

Table 4 Summary of the mentioned skills by number of participants

Skills mentioned	Number of participants
Presentation skills	10
Listening skills	10
Questioning skills	10
Negotiation skills	4
Sales closing skills	4
Technical skills	5
Analytical skills	3

As indicated in table 4 all key informants ranked listening skills, questioning skills, and presenting skills as the top three most critical micro-skills of selling. As a result, in the construction of the questionnaire, the micro-skills of selling - listening skills, questioning skills, and presenting skills - served as the foundation for the micro-skills of selling scale.

Phase II - Developing a scale for micro-skills of selling and a training program to develop the micro-skills of selling for petrochemical and related industries sales professionals in Thailand.

The goal of this phase was to develop scale items & training program, including validation of the training program & test a micro-skills of selling scale for petrochemical and related industries sales professionals in Thailand.

Participants

The population in this study included 300 petrochemical industries salespeople, as estimated by the experts from petrochemical industries. A purposive sampling technique was used for selecting the sample. The sample was categorized into two separate groups.

In the tryout phase, a sample of 20 petrochemical industries salespeople – salespeople who work for petrochemical industries and related companies both manufacturers and distributors in Thailand, for pilot testing an instrument to measure micro-skills of selling.

In the scale validation phase, according to Nunnally (1978), for EFA analysis, the ratio of participants to items recommended a 10 to 1 ratio or ten cases for each item to be factor analyzed. Due to the items number in this research, an adequate size of using EFA was at least 230 petrochemical industries salespeople in Thailand. The scale for Micro-skills of Selling was sent to 250 petrochemical industries salespeople who were selected randomly from petrochemical industries salespeople in Thailand for administration of a new instrument. A sample of 202 completed questionnaires were received, therefore, a new instrument was administered to a sample of 202 petrochemical industries salespeople who were selected randomly from petrochemical industries salespeople in Thailand for administration of a new instrument.

Data collection & analysis

A scale for Micro-Skills of Selling was developed from the results from the first phase as the following steps.

Step 1 - Quotes were grouped by category code – constructs and sub-constructs.

Step 2 - A list of 3 dimensions was generated from this analysis, namely, listening, questioning, and presenting.

Step 3 - Information from the themes served as constructs and emerging sub-constructs for the item development.

Quantitative part - This part consisted of two steps.

Step 1: Try out

All Items from Micro-Skills of Selling scale in the qualitative part were reviewed for an Item Objective Congruence (IOC). The IOC score higher than 0.6 items were given to 20 salespeople to evaluate the reliability of the scale. A purposive sampling technique was used for selecting the sample. The data was analyzed by multivariate statistics, item-analysis from SPSS.

Step 2: Scale Validation

According to Nunnally (1978), for EFA analysis, the ratio of participants to items recommended a 10 to 1 ratio or ten cases for each item to be factor analyzed. Due to the items number in this research, an adequate size of using EFA was at least 230 petrochemical industries salespeople in Thailand. All items from Micro-Skills of Selling scale in the tryout step were given to 250 salespeople to validate the scale. A purposive sampling technique was used for selecting the sample. The data was analyzed by multivariate statistics, exploratory factor analysis for item analysis, principal component analysis and reliability assessment. SPSS was used for the statistical analysis of data.

Results

In this part of the research, a micro-skills of selling scale was developed. The items in this measurement were generated by using data from the experienced petrochemical industries salespeople interviews. Behaviors discovered from the experienced petrochemical industries salespeople interviews were utilized in order to create items for a questionnaire.

After the items for the micro-skills of selling scale were developed, the index of item-objective congruence (IOC) was used to test for content validity. Five experts in the field were asked to rate if the developed items represented Micro-Skills of Selling in listening skills, questioning skills and presentation skills dimensions. Based on the IOC scores, the items were removed or the contents in the items were revised to make it more understandable if they presented IOC below 0.5. The scale had 25 items after the

IOC test. Items with correlated item-total correlation below 0.42 (Weathington, Cunningham, & Pittenger, 2010) were removed to increase the reliability of the scale.

The scale was primarily created with 30 items covering three developed dimensions investigated from the interviews. The scale then was reduced to 14 items with a Cronbach alpha reliability coefficient of 0.88 for the whole scale. It included 14 positive items. The first dimension, presentation skills which contained six items. The Cronbach's alpha coefficient was 0.84 after removing four items. Questioning skills contained five items after five items were removed. The reliability of this dimension was 0.74. The third dimension, listening skills, included three items after seven items were removed and the Cronbach's alpha coefficient was 0.76.

The purpose of this scale was to measure the self-report of micro-skills of selling behavior during sales call of petrochemical industries salespeople in three dimensions. using a five-point Likert scale. The scale requested petrochemical industries salespeople to evaluate their behaviors prior/during/after the sales calls/customer meetings on a 5-point Likert-type scale of items ranging from "Never" to "Always". The items are shown in table 5

Table 5 Creating Scale Items

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
1	<ul style="list-style-type: none"> ● โดยที่ทักษะที่คิดว่าจำเป็นที่สุด ก็จะเป็นเรื่องของการฟัง นะคะว่า ว่า สิ่งที่คุณกำลังต้องการ คืออะไร <p><i>I think the most necessity skill is listening. It is for knowing the customer needs.</i></p> <ul style="list-style-type: none"> ● ใช่ค่ะ ตั้งใจฟังมาก จะไม่หลบตาลูกค้าเลย <p><i>Yes, really paying attention to listen to customer and definitely keep the eye contact</i></p> <ul style="list-style-type: none"> ● แล้วก็มีความตั้งใจ รับฟังปัญหา หรือว่ารับฟังความต้องการของเขา <p><i>Having an intention to listen to customers' problems or their needs</i></p>	Micro-skills of selling	การฟังListening	ฉันตั้งใจฟังลูกค้าอย่างจริงจัง I tend to listen to customers seriously
	<ul style="list-style-type: none"> - Female, Industrial Manager – Coatings & Adhesive, Distributor 			
	<ul style="list-style-type: none"> - Female, Business Manager, Distributor 			
	<ul style="list-style-type: none"> - Male, Customer Manager, Manufacturer 			

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
2	<p>● เพราะฉะนั้นผมเลยชอบที่จะฟัง กระตุ้นให้ลูกค้าพูดว่าเขาอยากได้อะไร เราก็ นำเสนอในสิ่งที่เขาต้องการ โดยที่เอามาจากประสบการณ์ที่มี ก็คือมีการทบทวนว่า อันนี้เราได้อินถูกไหมนะครับ คุณกำลังมีปัญหาดังนั้นะ อยากได้ของอย่างนั้นะ</p> <p><i>I like to listen and encourage customer to speak for what they want, then I will present what they want to them. I use the experience by repeating what I heard, "is this correct?, you have this problem? and you look for this kind of product..."</i></p> <p>● "ไปหาลูกค้าครึ่งหนึ่ง ซึ่งเราก็อาจจะต้องจับใจความสำคัญออกมาทั้งหมดว่า Needs ที่ลูกค้าต้องการ มีอะไรบ้าง 1 2 3 4 ทวนให้ลูกค้าฟังว่าครบตามที่เขา ต้องการหรือไม่"</p> <p><i>When we meet a customer, we may have to get the important details such as what the customer needs are, 1 2 3 4 and repeat to customer whether it is complete as customer mentioned or not</i></p>	Micro-skills of selling	การฟังListening	ฉันทวนรายละเอียดของการสนทนา ให้กับลูกค้า เพื่อที่จะได้เข้าใจในสิ่งที่ลูกค้าพูด I repeat details of a conversation to make sure that I understand what the customer is saying
				- Male, Business Unit Manager, Distributor

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
3	<p>● ถ้าไม่เข้าใจ เราอาจจะต้องขอเบรคเช่น ขอโทษแล้วครับเมื่อกี้ คุณที่ว่าอย่างนั้นผมเข้าใจไหมครับ เพื่อการทวนสิ่งที่เค้าพูด ว่าเข้าใจเราได้อีกต้องหรือเปล่า</p> <p><i>If we do not understand, we may have to interrupt and repeat what we heard to customer and ask customer whether our understanding is correct</i></p> <p>- Male, Head of Commercial, Distributor</p> <p>● คือบางที่ลูกค้าอาจจะพูดมาหลายอย่าง แต่ว่า Key มันอาจจะอยู่ในสิ่งที่เขาพูดนั้น แล้วเราจับใจความไม่ได้หรือเปล่า</p> <p><i>Customer may talk about a lot of things and the key messages are in what he said. Are we able to get those key messages?</i></p> <p>- Male, Head of Commercial, Distributor</p> <p>● แต่ถ้าเราเอง เราฟัง แล้วเราเข้าใจประเด็นเขาเนี่ย ที่จริงความต้องการของเค้าเนี่ย เค้าไม่ได้ต้องการราคาอย่างเดียวนะ ถูกๆจริง แต่ว่าถ้า supply มีปัญหาเนี่ย...</p> <p><i>When we listen and we understand customer's point. Actually, customer does not need only the lower price, but the supply is the problem...</i></p> <p>- Male, Regional Sales Manager, Manufacturer</p> <p>● เราก็ต้องฟังให้เป็นด้วย และจับใจความให้ได้</p> <p><i>We need to be able to "listen" and get the key message</i></p> <p>- Female, Industrial Manager – Coatings & Adhesive, Distributor</p>	Micro-skills of selling	การฟัง (Deep listening)	ฉันไม่คิดเพียงแค่ว่าสิ่งที่ลูกค้าพูดถึง แต่ฉันคิดถึง ความหมายที่ลูกค้าสื่อถึงด้วย I think about what the customer means, not just what he/she says

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
4	<p>● ในขณะที่เราฟัง เราก็ต้องเก็บรวบรวมข้อมูล ประมาณผลจากการฟังว่า ลูกค้ามีความต้องการ อะไร ลูกค้ามีปัญหาอะไร</p> <p><i>When we listen, we must collect data, processing the data from listening for what customer needs and problems</i></p> <p>● เพราะการฟังจะทำให้เรารู้และเราสามารถวิเคราะห์ได้ว่า ลูกค้าฟังเราแล้ว ลูกค้าเข้าใจยังไง ความต้องการของเขาคืออะไร</p> <p><i>Listening will make us know and able to analyze what customer understand when customer listened to us and what customers' needs are</i></p> <p>● เวลาที่เราคุยกันต่อหน้า แต่เป็นน้ำเสียงค่อนข้างแบบคลุมเครือหรือเปล่า ถ้า น้ำเสียงคลุมเครือ ผมก็จะพูดว่าใช้แบบนี้หรือเปล่าครับ เพื่อให้เขายกตัวอย่างที่เขาเจอจริง หรือว่าเขาเจอ body language ที่กระทำการฟังนะครับ ฟังและจับใจความได้ บางคนฟังลูกค้าอยู่ 1 ชั่วโมงเฉยๆ จับใจความไม่ได้จาก call report แล้วก็จะรู้ว่าเขาจับทางไม่ได้เลยว่า 1 ชั่วโมงนี้ตรงไหนคือ Key point ที่ลูกค้าต้องการนะครับ</p>	Micro-skills of selling	การฟังListening	ฉันฟังอย่างกระตือรือร้น ใส่ใจและมีปฏิสัมพันธ์กับลูกค้า เพื่อที่จะยืนยันความเข้าใจของฉันในสิ่งที่ลูกค้าพูด I listen actively, paying attention and interacting with customers to verify my understanding from what customer said

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
5	<p><i>When we have a face-to-face meeting, if the voice tone is quite vaguely, I will emphasize again whether it is correct or not. This is for customers to confirm us. Or customers may show some body language. Listening skills – listen and get key. Some people talk to a customer for an hour, cannot get any key message. Look at the call report, in 1 hour with customer, you know that person cannot get any key point which is what customer wants.</i></p> <p>- Male, Business Unit Manager, Distributor</p> <p>● บางครั้งพอคุยไปคุยมาเฉยๆ มันอาจจะมีส่วนที่ไม่เกี่ยวข้องของเราเลยสัก 80 เปอร์เซ็นต์ด้วยซ้ำ แต่ก็จะมีส่วนที่แบบดูค่อนข้างจะเกี่ยวข้องกับเรา</p> <p><i>When we talk with customers, there are some parts are not concern to us at all, 80 % of it. But some parts may concern to us.</i></p> <p>- Female, Industrial Manager – Industrial Chemical, Distributor</p> <p>● พี่เรื่องของครอบครัวเขา พี่เรื่องของเขาในบริษัทเขาอะไรเงี้ย ก็คือต้องฟังอย่างตั้งใจ แล้วก็พยายามหาประเด็นที่จะเป็นหัวข้อที่คุยต่อๆไป</p> <p><i>Listen to customers' family stories, listen to the company's internal affairs, we still need to listen and look for the next talking point</i></p> <p>- Male, Customer Manager, Manufacturer</p>	Micro-skills of	Listening	<p>ถึงแม้ว่าเรื่องที่ลูกค้าพูดเป็นเรื่องที่ฉันไม่ได้สนใจ ฉันยังคงฟังลูกค้าพูด</p> <p>I keep listening to customers, even if I am not interested</p>

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
6	<p>● ถ้าเกิดลูกค้ามีปัญหา อันนั้นอาจจะต้องใช้ skills ในกาฟังของ meetings นั้น ให้มากขึ้น เพื่อให้เขาค่อยๆปล่อยปัญหาของเขาออกมา แล้วเราก็เก็บข้อมูลไป</p> <p><i>If customers have problems, this may require "more" listening skills in that meeting. This is for customers to release their problems and we collect the information.</i></p> <p>- Male, Business Development Manager, Manufacturer</p> <p>● คงต้องรอให้ลูกค้าอธิบายให้จบก่อนนะ แล้วก็ ขออนุญาตครับเมื่อ สักครู่ผมไม่เข้าใจในจุดนี้ แบบนี้ถูกต้องไหมครับ จังหวะในการถามอาจจะต้อง รอให้ลูกค้าเขาอธิบายก่อน แล้วเราค่อยเดินหน้าถามต่อ</p> <p><i>Need to wait until customers finish explaining, then we can interrupt – "excuse me, I do not really understand this point, is this correct?" we may have to wait until customers finish explaining, then we can ask further.</i></p> <p>- Male, Head of Commercial, Distributor</p> <p>● คือหลังจากที่ถามไปแล้วก็ต้องฟังสิ่งที่ลูกค้าพูด</p> <p><i>After we asked, we must listen to what the customer says</i></p> <p>- Female, Industrial Manager – Coatings & Adhesive, Distributor</p>	Micro-skills of selling	Listening	<p>ในขณะที่ลูกค้าพูดอยู่ ฉันฟังจนจบโดยไม่ตัดจังหวะ</p> <p><i>I listen without interruption when customers speak</i></p>

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
7	<p data-bbox="486 201 622 1892">● จนกระทั่งเข้าสู่จุดที่พอจะรู้ได้ว่าตอนเช้ากำลังต้องการอะไรอยู่ เสร็จแล้วพอรู้ว่าต้องการอะไรเนี่ย เราก็จะมาแชร์กับทีมแล้วอ่า อิมตอนนี UUUU ทีมนี้กำลังทำที่นี่นะ</p> <p data-bbox="638 201 718 1892"><i>Once we know what customers want, we will share with the team – “at UUUU, this team is doing this..”</i></p> <p data-bbox="734 201 973 1892">● ผมจะสรุปเพื่อ confirm กับเขาว่า ผมได้ข้อมูลมาเนี่ยถูกต้องตามที่เราคูยกันเรียบร้อยแล้วครับ เพื่อเป็นการสรุปข้อมูลที่เราสื่อสารกันได้ถูกต้องนะครับ พอได้ข้อมูลที่ถูกต้องเสร็จแล้ว ผมก็เอากลับไปทำการบ้านต่อว่าต่อไปต้องทำอะไรบ้าง ดูคำสั่งใจถึงระดับไหนแล้ว</p> <p data-bbox="989 201 1133 1892"><i>I will confirm with customers if the information that I got is correct according to what we talk. Once I got the correct information, I will take it back to do “homework”, what are the next steps, customers interest level</i></p> <p data-bbox="1149 201 1356 1892">● ก็อาจจะบอกลูกค้าว่า เดี่ยวขอกลับไปทำการบ้านก่อน แล้วเดี๋ยวจะกลับมามีอีก</p> <p data-bbox="1228 201 1308 1892"><i>Will inform customers that I need to do some “homework”, will get back to customers</i></p> <p data-bbox="1324 201 1356 1892">- Female, Industrial Manager – Industrial Chemical, Distributor</p>	Micro-skills of selling	Listening (Active listening)	ฉันบันทึกข้อมูลสำคัญจากการพูดคุยกับลูกค้า I note down the key details of the conversation with customers

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
8	<p>● ก็คือฟัง ฟังที่ดูคำพูดจริงๆ หรือ แปลว่า ไม่ใช่แบบเขาพูดไปแล้ว แต่ไปโฟกัส อย่างอื่น</p> <p><i>It is really listening to customers. Not something like, customers already talked but we focus on other things else</i></p> <p>– Female, Industrial Manager – Coatings & Adhesive, Distributor</p> <p>● ไม่ใช่ว่าฟังเขาไปแล้วก็หลบไปดูโทรศัพท์ที่หนึ่งอย่างเงี้ย ดูเวลาที่กาที่หนึ่ง ผู้พูดก็ไม่อยาก จะพูดต่อละ ซ้ำข้อมูลที่เรารู้ได้อาจจะไม่ครบ</p> <p><i>It should not be like listening to customers and sneaking on looking at the phone or watch. This will make customers do not want to talk and we will not get the complete information</i></p> <p>– Male, Head of Commercial, Distributor</p> <p>● เราก็ดูจะมีพัยก็นำรับรู้ แสดง reaction ก็ดีไปเราทำกำลังฟังเขาอยู่ และเรา กำลังสนใจในสิ่งที่เขาคุย</p> <p><i>We must nod to acknowledge, have some reaction to show that we listen to customers and show the interest in what customers said</i></p> <p>– Male, Customer Manager, Manufacturer</p>	Micro-skills of selling	Listening (Active listening – non verbal cues)	ฉันเพิกเฉยกับสิ่งที่มารบกวนในขณะที่พูดคุยกับลูกค้า I ignore the distractions around when talking to customers

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
9	<p data-bbox="501 232 580 1861">● สนใจฟัง และตอบรับ acknowledge ว่าสิ่งที่เขาพูดนั้น เราตามเค้าทัน และเราเข้าใจ</p> <p data-bbox="604 1055 684 1861"><i>Show the interest to listen and acknowledge on what customers said, we follow, and we understand</i></p> <p data-bbox="756 1025 895 1861">● จริงๆแล้วมันก็คือเขาเป็นผู้ฟังที่ดี ผมมองว่าทางกายภาพอย่างแรกเลยก็คือเราคงต้องสบตาดูลูกค้าเพื่อที่จะฟัง เราก็ต้องมีพท์ทหน้าไว้รู้ แสดง reaction กลับไปว่าเรากำลังฟังเขาอยู่ และเราก็กำลังสนใจในสิ่งที่เขาคุย</p> <p data-bbox="919 1043 1046 1861"><i>Actually, it is we being the good listener. Physically, we make the eye contact with customers, nodding show reactions to customers that we are listening, and we are interested in what customers are saying</i></p> <p data-bbox="1062 1025 1201 1861">● การฟังเนี่ย เราก็ไม่ได้ฟังเสียงอย่างเดียว เราต้องสังเกตท่าทาง ต้องมีการสบตา เราต้องดูสังเกตกิริยาท่าทางเค้าเนี่ยว่ามันใช้หรือเปล่า</p> <p data-bbox="1225 1032 1305 1861"><i>“ we are only listen to the sound, we must observe the body language and make eye contact . We must observe customers’ body language if it “real”</i></p> <p data-bbox="1329 1025 1353 1532">- Male, Regional Sales Manager, Manufacturer</p>	Micro-skills of selling	Listening (Active listening – non verbal cues)	<p data-bbox="501 232 533 618">ฉันแสดงความสนใจในการพูดคุยกับ</p> <p data-bbox="549 232 628 618">ลูกค้าด้วยการแสดงออกทางภาษากาย เช่น การสบตา พท์ทหน้าหรือยิ้ม</p> <p data-bbox="644 215 788 618">I display interest in conversation with customers, i.e. make eye contact, nod, or smile</p>

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
10	<p>● สังเกตจากปฏิกิริยาที่เขาคุยกับเราครับ อย่างบางคนถ้าคุยด้วยกันต่อหน้า จะเห็นชัดเลยว่าเขาสนใจมากสนใจขนาดไหน บางคนก็มีปฏิกิริยาก่อนข้างชัดเจนครับ เพราะถ้าเค้าสนใจมาก กับปัญหาเขาได้เยอะ เพราะว่าเขา suffer ตรงนี้มาเยอะครับ ปฏิกิริยาของเขาก็จะเปลี่ยนไปเลย</p> <p><i>Observing from the reactions when we talk, some customers, face-to-face talk, it is obvious that he/she really interests or not. Some show obvious reaction. If their problems get solved as they have been suffering a lot for this, the reactions will change and obvious</i></p> <p>- Male, Business Unit Manager, Distributor</p> <p>● หรือไม่ก็สังเกตจากการตอบลูกค้าหรือปฏิกิริยาที่ลูกค้าตอบ เมื่อได้รับฟังข้อมูลครับ</p> <p><i>Or observing from customers reactions or how they answered when they listen to the information</i></p> <p>- Male, Account Manager, Manufacturer</p> <p>● เวลาที่เราคุย เราสังเกตอะ สังเกตสิ่งที่ไม่่าจะเป็นสเตตอ การฟัง บางคนแบบกำลังพูดคุยกับเรา แต่ตาของเขาอ้ออกแล้แบบมีอ้ออ้ออะอะๆ ทุกอย่างมันมีความหมายหมดเลย</p>	Micro-skills of selling	Listening	<p>ฉันได้เห็นความหมายของน้ำเสียงและท่าทางของลูกค้าที่แสดงออกมา</p> <p>I anticipate the intent behind customers' non-verbal cues</p>

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
11	<p><i>When we talk, we observe all – eyes expression, how they listen. Some customers, their eyes were on the phone screen, everything has meanings</i></p> <p>- Female, Business Manager, Distributor</p> <ul style="list-style-type: none"> ● <i>เราก็จะเริ่มเข้าไปในส่วนหมวดธุรกิจแล้ว ว่าป็นยังไงบ้างคะในส่วนของบีทีแคว์ สถานการณ์โคโรนาเยอะ ทาง UUUU เป็นยังไงบ้างไปนะคะ ในส่วนของ skincare ยังดีอยู่ไหมหรือว่ายังไงคะ ก็เริ่มเข้าไปเรื่อยๆ แล้วพอถ้าสมมุติว่าเค้าบอกที่ดี แล้วก็เริ่มจะว่าตัวไหนดี แล้วแนวโน้มตัวที่มีนี้ จะดีขึ้นไหม จะมีการขยายอะไรไปบ้าง ก็จะเหมือนกับขยายการสื่อสารออกไปเรื่อยๆ</i> <p><i>We will start for the business part, “how was last year for UUU and skincare part? The COVID situations really impacted heavily”. If they said good, we start to get into which one good, this year trend will be better, any expansion plan. Just spread out the communication continuously.</i></p> <p>- Female, Business Manager, Distributor</p> <ul style="list-style-type: none"> ● <i>แล้วก็พยายามคำถามที่เป็นปลายเปิด เพื่อให้ลูกค้าพยายามพูดตอบ เช่น ลูกค้ามีปัญหาเกี่ยวกับการผลิตสินค้าขึ้นนี้ตรงไหนอย่างไร แล้วก็เพื่อให้เขาอธิบายเพิ่มเติม หลังจากนั้นก็พยายามจะใช้คำถามจากคำตอบที่เขาให้มาจะรับต่อยอดคำถามต่อไปของเรา เพื่อจะได้เก็บข้อมูลต่างๆ</i> 	Micro-skills of selling	Questioning	<p>ฉันสอบถามลูกค้าด้วยคำถามที่ถามเกี่ยวกับข้อผูกมัดและคำถามตาม I ask informational and follow up questions with customers</p>

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
12	<p><i>Try to ask the open-ended questions for customers to answer i.e. do they have any problems with producing this product? How? Then ask customers to explain more, we try to build the questions from their answers for gathering information.</i></p> <p>- Male, Customer Manager, Manufacturer</p> <ul style="list-style-type: none"> ● <i>เราก็จะพยายามคุย เพื่อจะหา Pain points ของเขา การฟังเป็นตัวเริ่มต้น</i> <p><i>We talk with customers to find their pain points. Listening is the beginning</i></p> <p>- Female, Industrial Manager – Industrial Chemical, Distributor</p> <ul style="list-style-type: none"> ● <i>เราก็พยายามถามคำถามที่เป็นปลายเปิด เพื่อให้ลูกค้าพยายามพูดตอบ เช่น ลูกค้ามีปัญหาเกี่ยวกับการผลิตสินค้าชิ้นนี้ตรงไหนอย่างไร แล้วก็เพื่อให้เขาอธิบายเพิ่มเติม หลังจากนั้นพยายามจะใช้คำถามจากคำตอบที่เขาให้มาหาคำตอบต่อคำถามต่อไปของเขา เพื่อจะได้เก็บข้อมูลต่างๆ ที่จะเป็นประโยชน์กับเราในการนำเสนอโซลูชั่นต่างๆให้กับลูกค้า</i> <p><i>Try to ask the open-ended questions for customers to answer i.e. do they have any problems with producing this product? How? Then ask customers to explain more, we try to build the questions from their answers for gathering information.</i></p>	Micro-skills of selling	Questioning	<p>ฉันถามคำถามที่ช่วยค้นหาและทำความเข้าใจต่อการเปลี่ยนแปลงที่ส่งผลกระทบต่อกับธุรกิจของลูกค้า</p> <p>I ask questions to identify and understands changes that effect customer's business</p>
				- Male, Customer Manager, Manufacturer

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
13	<p>● อาจจะมีเริ่มจากคำถามก่อนว่า ลูกค้ามีเจอปัญหาอะไรในการทำงานมั๊ย หรือว่าปัจจุบันที่เข้าไปใช้ผลิตภัณฑ์อื่นอยู่ เขามีอะไรที่อยากจะทำปรับปรุง</p> <p><i>Begin with the question such as customers have any problems with their work or what do customers wish to improve at present, if they use other products</i></p> <p>- Male, Account Manager, Manufacturer</p> <p>● การถาม การฟังอย่างที่บอก การฟังคือ เป็นการสร้างวัตถุดิบสำหรับการวิเคราะห์ครับ ซึ่งมันเป็น key สำหรับผม ทุกอย่างจะ build around การวิเคราะห์เรื่อง value กับลูกค้าเป็นหลัก ตรงนี้เป็น raw material ที่สำคัญ เพื่อให้การวิเคราะห์เรื่อง value ของลูกค้าถูกต้อง</p> <p><i>Questioning and listening are the raw material generator for analysis. It is the key for me. Everything will be built around the value analysis and customer value analysis</i></p> <p>- Male, Key Account Manager, Manufacturer</p> <p>● การถามคำถามในขั้นไม่ได้ หมายถึงว่าถามตรงๆ ว่าอะไร จะเกิดขึ้น หรือปัญหาหรือข้อมูล หรือถามอะไรต่างๆ</p>	Micro-skills of selling	Questioning	<p>ฉันใช้เทคนิคในการถามเพื่อทำความเข้าใจกับเรื่องที่สำคัญของลูกค้า ซึ่งลูกค้าไม่ต้องการพูด</p> <p>I use the questioning technique to understand customers' withheld concerns</p>

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
14	<p>Questioning here is not directly or straightforward asking what happen, what problems are or information</p> <ul style="list-style-type: none"> - Female, Industrial Manager – Coatings & Adhesive, Distributor ● ถ้าเราใช้คำถามที่มีประสิทธิภาพพอควร แล้วก็จะทราบความต้องการของเขา ว่า เขาต้องการอะไรบ้าง แล้วก็อะไรที่อยู่ในใจเขา แล้วก็ปัญหาคำถาม อะไรที่อยู่ในใจของเขาก็จะเปิดออกมาได้อย่างรวดเร็ว <p>If we ask the effective questions, we will know customers' needs. What he wants and what in his mind is, will be revealed quickly</p> <ul style="list-style-type: none"> - Male, Regional Sales Manager, Manufacturer ● แต่บางครั้งการถามลูกค้าโดยตรง บางลูกค้าก็อาจจะไม่ตอบเรา เราก็อาจจะต้องใช้ลักษณะถามทางอ้อม <p>Sometimes asking customers directly, customers may not answer us. We may need to ask indirectly</p> <ul style="list-style-type: none"> - Male, Account Manager, Manufacturer 	Micro-skills of selling	Questioning	<p>ถ้าลูกค้าเพียงที่จะตอบในครั้งแรกที่ถาม ฉันจะปรับเปลี่ยนคำถาม</p> <p>If the customer seems to avoid answering my question first, I "paraphrase" the question before asking again later</p>

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
●	<p>ถ้าเราหาข้อมูลของเราเองนะ ลูกค้าบางเจ้าก็ไม่ค่อยอยากจะพูดหรอก แต่อยากจะฟังมากกว่า แล้วเราก็จะไปลักษณะของถามว่า ประมาณนี้ไม่อย่างเช่นลูกค้าเก็บสต็อกในประเทศหรือเปล่า อันนี้ผมเข้าใจถูกไหมครับ อาจจะต้องเป็นคำถามนำลักษณะนี้</p> <p><i>If we want the information regarding competitors, some customers may rather want to listen than to tell. Then we may ask such as “customers keep the inventory locally?”, “I understand correctly?” may have to be these lead question type</i></p>			
●	<p>- Male, Business Development Manager, Manufacturer</p> <p>เพราะฉะนั้นเราอาจจะตั้งคำถามเขาไปบ้าง เพื่อจะไม่ให้ลูกค้ารู้สึกว่าเรายังตรงเกินไปครับ</p> <p><i>Therefore, we may go left, then go right. This is to make customers feel that we shoot very direct questions.</i></p>			- Male, Customer Manager, Manufacturer

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
15	<p>● เตรียมตัวของเรา value ของเรา เราจะขายอะไร value ที่ลูกค้ามองว่าของเรา เขาคืออะไร เมื่อมีการเตรียมตัวที่เหมาะสมและเข้าสู่การขาย มีอะไรจะตกเข้าสู่ killing zone ของเราได้ง่ายขึ้น เข้าสู่ข้อมูลที่เราต้องการได้ง่ายขึ้น</p> <p>Preparing on our side, what our values are, which values customers look for. When we have an appropriate preparation, entering the dialogue with customers, it will be easier to “drag” customers to “our killing zone” getting the information that we want easier</p> <p>- Male, Key Account Manager, Manufacturer</p> <p>● จริงๆแล้วก็คือการที่เราเลือกคำถาม เพื่อให้ได้ในสิ่งที่เราจะมาขายในการขาย อะคะ ก็คือถ้าเราเลือกคำถามที่ถามลูกค้าได้ดีแล้ว ได้คำตอบที่มันเป็น Pain Point หรือ Key points ของ Project นั้นๆ</p> <p>It is how we choose questions for acquiring the helping tools in sales. If we choose the good questions to ask and getting the answers which are the pain points or key points for such project</p> <p>- Female, Industrial Manager – Coatings & Adhesive, Distributor</p>	Micro-skills of selling	Questioning	<p>ฉันเตรียมคำถามและเทคนิคในการถามไว้ เพื่อค้นหาความต้องการ เป้าหมาย และวัตถุประสงค์ของลูกค้า</p> <p>I outline and use question techniques to explore customers' needs, goals, and objectives</p>

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
16	<ul style="list-style-type: none"> ● ต้องทำการบ้านไปก่อน เราไปเพื่อเราอยากได้อะไร บางครั้งอาจจะต้องพูดให้เยอะ บางครั้งอาจจะต้องฟังให้เยอะ บางครั้งก็อยากต้องถามให้มาก <p><i>Need to do homework before, what we want for this customer call.</i></p> <p><i>Sometimes we may have to talk a lot. Sometimes, must listen more or ask more for some other times</i></p> <p>- Male, Business Development Manager, Manufacturer</p> <ul style="list-style-type: none"> ● ถูกคำเป็นแบบปิด เราก็ต้องเลือกถามคำถามที่มันหลายชนิด yes or no ไปด้วย ก่อน เพื่อให้เราได้ information กลับมา แต่ถ้าเกิดลูกค้า เป็นแบบเปิด คุยง่าย อันนั้นสบาย เราเลือกคำถามได้โดยง่ายเป็นแบบไหน เพื่อที่จะให้ข้อมูลที่จำเป็นกับการขายของเรากลับมา <p><i>Closed-customers, we must use close-ended question, yes or no with them first for getting the information. With opened-customers, easy to talk, this will be easy, we can choose any types of questions for acquiring the necessity information for our sales</i></p> <p>- Female, Industrial Manager – Coatings & Adhesive, Distributor</p>	<p>Micro-skills of selling</p>	<p>Questioning (Types of questions)</p>	<p>ฉันใช้ทั้งคำถามปลายเปิดและคำถามปลายปิดกับลูกค้า</p> <p>I tend to use both “open-ended” and “close-ended” questions with customers</p>

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
17	<ul style="list-style-type: none"> ● ผมคิดว่าอย่างแรกคือพยายามปลายเปิดไว้ก่อน จนกระทั่งถึงจุดที่เราต้องการจะขมวดแล้ว ถึงจะถามว่าใช่หรือเปล่า <p><i>I think we try to use the open-ended ones before. Until, we want to wind up, we will ask "is this correct?"</i></p> <ul style="list-style-type: none"> ● ถ้าพูดน้อยก็เป็นคำถามปลายเปิดนิดนึง อาจจะมีผู้ถูกใหม่ อย่างงั้นใช้ไหม แต่ถ้าเขาพูดเยอะ ก็เป็นคำถามปลายเปิดก็ได้ แล้วเขาก็ยินดีที่จะพูดเอง <p><i>If less talk, close-ended one "is this correct?", if talk a lot, open-ended is good. Customers will be pleased to talk</i></p> <ul style="list-style-type: none"> - Male, Key Account Manager, Manufacturer <ul style="list-style-type: none"> ● ถามอะไรต่างๆ เพื่อให้ได้มาซึ่ง Detail เพื่อที่เราจะเตรียมตัวเพื่อที่จะนำเสนอ <p><i>Ask about all things for getting details, this is for us to prepare for presenting</i></p> <ul style="list-style-type: none"> - Female, Industrial Manager – Coatings & Adhesive, Distributor 	<p>Micro-skills of selling</p>	<p>Questioning</p>	<p>ฉันใช้คำถามในการค้นหาความคาดหวัง และสิ่งที่ลูกค้าให้คุณค่าได้อย่างสัมฤทธิ์ผล</p> <p>I effectively ask questions to clarify the expectations and values of customers</p>

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
●	<p>ผมจะถามเป็นเชิงกว้างว่า สนใจเคมีตัวไหนบ้างมั้ยอะไร่ซี่ครับ แล้วก็อยากรจะให้เราช่วยในส่วนไหนมากที่สุดเหมือนการซื้อเคมีอะไร่บ้างครับ ผมก็จะถามคำถามกว้างๆก่อน</p> <p><i>I will ask quite general, "interested in which chemicals?", want us to help more in which parts such as any information regarding any chemicals. I will ask pretty general first</i></p>			
●	<p>อาจจะถามง่าย ๆ ครับ เราไม่เข้าใจตรงไหนแล้วเราก็ถามตรงๆ</p> <p><i>May simply ask, if we do not understand which part, just ask directly</i></p> <p>- Male, Head of Commercial, Distributor</p>			

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
18	<ul style="list-style-type: none"> ● ถ้า probe ไปแล้ว เกิดเขาหยุดที่จะไม่ตอบอะไร อาจจะรู้ได้ว่าเขาไม่ยอมตอบหรือไม่มีคำตอบที่ใจที่จะตอบ แล้วก็อาจจะเลี่ยงไปประเด็นอื่น หรือพูดคุยไปประเด็นอื่น <p><i>if probing, then customers stop, not answering anything. This may mean customers do not want to answer or not comfortable to answer. We may change the subject</i></p> <ul style="list-style-type: none"> ● บางที่เราอยากได้คำตอบ ตรงนี้มากกว่า แต่ว่าเราไปจับตรงนี้มากกว่า โดยที่ลูกค้าไม่ยอมพูดอย่างนี้ค่ะ มันจะไม่ดีนะ มันจะไม่ดีอะไรก็ตาม อาจจะต้องเว้นระยะ Sometimes we really need the answers. If we keep asking these a lot, this will not be good. Get nothing back. Need to pause <ul style="list-style-type: none"> - Female, Industrial Manager – Coatings & Adhesive, Distributor <ul style="list-style-type: none"> ● เอมมันก็จะมีความบางคำถามที่เขาตอบไม่ได้ เขาไม่ยอมตอบ ก็ต้องมองหาคำตอบ หรือก็ไม่ก็ต่อไปนั่นก็ต้องพยายามสังเกตนะครับ <p><i>Some questions, customers may not be able to answer or do not want to answer. We need to be able to see or observe that</i></p> <ul style="list-style-type: none"> - Male, Key Account Manager, Manufacturer 	Micro-skills of selling	Questioning	<p>ถ้าลูกค้าเดี่ยวที่จะตอบคำถามมากกว่าหนึ่งครั้ง อันจะเก็บคำถามนั้นไว้ถามคราวหลัง หากคำตอบนี้เป็นสิ่งที่จำเป็น If customers avoid answering certain questions more than once, I save the questions for later asking if needed</p>

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
19	<p>● สวมคิดว่าเราถามว่าเขาใช้ alcohol gel อะไรกันเนอแบบนี้ ลูกค้าก็บอกว่าเค้าก็ใช้แบบไม่ค่อยมีมาตรฐานเห็นแบบตัวเจดมันก็แยกไม่สวยเลยนะคะ ก็เลยบอกเนี่ยถ้าเกิดว่าคุณลูกค้าอยากทำนะคะ มันมีตัวนึงที่สามารถใช้แบบ alcohol นี้เคลียร์เลย ไม่ต้องห่วงเรื่องตกตะกอน เพราะ stability ดีมากเลยนะคะ</p> <p><i>For example, we ask what kind of alcohol gel being used in this area. Customer replied they use the not-quite -standard one, can see the gel separation, does not look good. Then I told customer "if you want to do the nice one, there is one that can use and give the clear and nice look. No need to worry for precipitation as the stability is excellent</i></p> <p>- Female, Business Manager, Distributor</p>	Micro-skills of selling	Questioning	<p>ฉันใช้คำถามเพื่อให้ลูกค้าตระหนักถึงต้นทุนที่แท้จริงจากสิ่งที่คุณค่าเลือกได้อย่างสัมฤทธิ์ผล</p> <p>I effectively ask questions to help customers determine the true cost of their choices</p>
	<p>● ก็จะถามกลับว่าข้อมูลที่น่าเสียด เขาไม่มีความเห็นอย่างไรว่า ผลิตภัณฑ์ของเราสามารถเข้าไปช่วยปรับปรุงอะไรเขาได้ไหม หรือเขามีปัญหาอะไรที่คิดว่าทางเราสามารถเข้าไปช่วยเหลือเขาได้</p> <p><i>Will ask back, what the customer think about the presented information, our product can help improve anything or any problems that customer think we can help</i></p> <p>- Male, Account Manager, Manufacturer</p>			

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
20	<ul style="list-style-type: none"> ● แต่ถ้าวางคำถามปลายเปิด มันก็ทำให้เขาเหมือนกับเปิดใจที่จะอธิบายให้เราฟังว่า เขาต้องการอะไร เขาติดขัดอะไร บ้างจะอะไรที่เป็นปัจจัยที่เขาคิดว่าสำคัญสำหรับเขา <p><i>If we ask open-ended questions, it helps customers to tell us openly for what customer wants, what customer struggles with, what matters or important to customer</i></p> <ul style="list-style-type: none"> - Male, Regional Sales Manager, Manufacturer <ul style="list-style-type: none"> ● ดังนั้นในระหว่างการฟัง เมื่อถูกคำถามแล้ว เรายังไม่เคลียร์ เราก็จะถามต่อเพื่อให้เราได้ข้อมูลที่ดีขึ้นมากขึ้น <p><i>During listening, if customer already said, we were not clear, we will ask further to get the clearer information</i></p> <ul style="list-style-type: none"> - Male, Head of Commercial, Distributor <ul style="list-style-type: none"> ● ถ้าพอทราบแล้วว่า ความต้องการของเขาเนี่ย เค้าสนใจเคมีกลุ่มไหนบ้าง ผมก็จะเริ่มเจาะเคมีกลุ่มนั้นๆ <ul style="list-style-type: none"> ● If we know roughly about customer's needs, which group of chemicals that customer is interested. I will penetrate to that group <ul style="list-style-type: none"> - Male, Business Unit Manager, Distributor 	<p>Micro-skills of selling</p>	<p>Questioning (Probing)</p>	<p>เมื่อฉันไม่เข้าใจหรือไม่เห็นภาพที่ชัดเจนในเรื่องธุรกิจ ฉันใช้คำถามที่ชัดเจนเจาะลึกเพิ่มเติมกับลูกค้า</p> <p>I use more probing questions with customers when I do not understand or "get a clear picture" of the business</p>

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
21	<ul style="list-style-type: none"> ● เราพยายามอธิบายถึงประเด็นนั้นๆขึ้นมา แล้วก็เอามา ขยาย ขยายประเด็นนั้นๆ ออกไปอะค่ะ <p><i>We will try to raise the point and broader that point</i></p> <ul style="list-style-type: none"> - Female, Industrial Manager – Industrial Chemical, Distributor <ul style="list-style-type: none"> ● สิ่งที่เราเจอคือปัญหาต่างๆ แต่เราก็นำเสนอไปกับลูกค้า <p><i>With what we have, how we can solve customers' problems, we just present that</i></p> <ul style="list-style-type: none"> - Female, Industrial Manager – Coatings & Adhesive, Distributor <ul style="list-style-type: none"> ● ลูกค้าเขามีความต้องการแบบไหน แล้วเราก็จะ scope เค้าว่าสิ่งที่เราคืออยู่ 1 2 3 4 ที่เราจะนำเสนอ โดยที่ point out อย่างชัดเจน <p><i>We will scope on what we have, 1 2 3 4 that we will present and point out clearly to response to customers' needs</i></p> <ul style="list-style-type: none"> - Male, Customer Manager, Manufacturer 	Micro-skills of selling	Presenting	<p>ฉันนำเสนอได้อย่างมีประสิทธิภาพในการแนะนำการแก้ไขปัญหาให้กับลูกค้า</p> <p>I effectively present the solutions recommendations to customers</p>

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
22	<p>● ทักษะการนำเสนอระดับก็คือ การพูด การอธิบาย พวกนี้เป็นส่วนย่อยนะ ที่ผมมองว่า การพูด การอธิบาย ให้ลูกค้าเข้าใจ การเข้าใจความต้องการของลูกค้า และมาปรับใช้กับการนำเสนอของเรา ผสมผสานกับความคิดเห็นและประสบการณ์เราใส่เข้าไปด้วย ตรงนี้ที่ช่วยด้วยครับ</p> <p><i>Presentation skills is the talk, the explanation to make customers understand, understanding customers' needs and apply all of these into our presentation, plus our experience and opinions should help too, only the talk and explanation are minor things</i></p> <p>- Male, Regional Sales Manager, Manufacturer</p> <p>● แต่ลักษณะการนำเสนอของผมนี่คือทำให้ลูกค้าเข้าใจถึงสิ่งที่เราเสนออีกพอ อันนี้คือเป้าหมายในการนำเสนอ</p> <p><i>My presentation is to make customers understand what I want to present, that's all. This is my objective in presenting</i></p> <p>- Male, Head of Commercial, Distributor</p> <p>● หา needs แล้วก็ต้องนำเสนอ needs หรือ match needs ให้ได้</p> <p><i>Find needs, then response or match needs</i></p> <p>- Male, Key Account Manager, Manufacturer</p>	Micro-skills of selling	Presenting (setting objective)	<p>ฉันมีวัตถุประสงค์ก่อนที่จะวางแผนนำเสนอลูกค้า</p> <p>I set clear objectives before planning a presentation to the customer</p>

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
23	<p>● ตอนนั้นเขากำลังต้องการอะไร เขาประสบปัญหาอะไรอยู่ขณะนั้นค่ะ แล้วเราถึงรู้ว่าโอเค เราจะนำเสนออะไรเพื่อเข้ากับความต้องการของเขา อันนี้เป็นจุดแรก</p> <p>Now, what does customer want? What are the problems that customer facing? Then we will know what we are going to present to match customer's needs. This is the first thing</p> <p>- Female, Business Manager, Distributor</p> <p>● เวลาที่นำเสนอลูกค้าส่วนใหญ่ ผมยังใช้การปรับแต่งข้อมูลให้เป็น value offer</p> <p>When I present to customers, I still put the information in the value offer form</p> <p>- Male, Account Manager, Manufacturer</p> <p>● ผมคิดว่า match แล้ว มันก็คงต้องนำเสนอครบ แต่ว่ามันจะง่าย อาจจะถูกแค่สามประโยคจบ หรือแม้กระทั่ง value บางอย่างมันเป็น value ที่อธิบายง่าย</p> <p>I think, once match, we must present. It may be easy, say only three sentences, done. Some values are easy to explain</p> <p>- Male, Key Account Manager, Manufacturer</p>	Micro-skills of selling	Presenting	<p>ฉันนำเสนอคุณค่าของสินค้าและบริการที่โดดเด่นให้กับลูกค้าได้อย่างมีประสิทธิภาพ</p> <p>I effectively present unique value proposition to the customer</p>

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
●	<p>sales อาจจะมี data sheet แล้วบอกว่าของเราใช้งานง่าย process ง่าย ทำให้ทีมงานออกมาแข็งแรง รับแรงกระแทกได้ดี แต่ว่าเวลานำเสนออาจจะต้องแปลงสารตรงนี้ไป เป็นแข็งแรงกว่า กันกระแทกได้ดีกว่า เมื่อเทียบกับใคร หรือว่ายกตัวอย่างมีตัวเลขที่มันเป็นตัวเปรียบเทียบเป็นรูปธรรม</p> <p>some salespeople may look at the datasheet and say that our product is easy to use, easy to process, give the final product strong, having high impact strength. However, when presenting, may have to amend the message – stronger, higher impact strength compares to whom or even giving a data in number form</p>			
	- Male, Customer Manager, Manufacturer			

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
24	<p>● แล้วเราก็จะเริ่ม Present ในส่วนที่เรานำเสนอ แล้วก็ อาจจะคุยบ้างว่า ตอนนี้นะ ตัวฉันเป็นยังไง มันจะ มาช่วย เรื่องอะไรให้กับลูกค้า ถ้าสมมุติว่าทำไปเรื่อยๆ นี้อยู่จะ น่าจะลองเอาไปใช้กะคะ มันน่าจะเพิ่ม performance เรื่องนี้ที่</p> <p><i>When we start presenting, we may talk about the product, then how and what it can help customer. "If you do this project, recommend you try it. It should raise up the performance in...</i></p> <p>- Female, Industrial Manager – Industrial Chemical, Distributor</p> <p>● แล้วก็ตามก็จะไปถึงประสบการณ์ที่ว่าเคยประสบความสำเร็จที่เห็นมาบ้างนะ ครับ ซึ่งลูกค้าก็จะสนใจถ้าสมมุติว่าเคยไปทำให้เจ้าไหนแล้ว ทำให้ดีได้รับ</p> <p><i>May give the reference for the success case, customer will be interested, if others get better</i></p> <p>- Male, Business Unit Manager, Distributor</p> <p>● รู้จักในเรื่องของการสรุปใจความสำคัญแล้วจะเกริ่นยังไงเพื่อที่จะให้ลูกค้าเนี่ยสนใจและหยุดฟัง เป็นลักษณะนั้น</p> <p><i>Having the key message, then how we are going to do the introduction to gain customers' attention and listen</i></p> <p>- Female, Business Manager, Distributor</p>	Micro-skills of selling	Presenting	<p>ฉันพัฒนาการเกริ่นนำเพื่อที่จะเรียก ความสนใจจากลูกค้า I develop an introduction that will catch the attention of the customer</p>

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
25	<p data-bbox="486 347 614 1892">● ถ้าเกิดว่าเทียบกับประสิทธิภาพที่ได้เนี่ยคือมูลค่าสุทธิหรือว่า cost ต่อผู้ถือหุ้นเยอะมาก เรา จะพยายามหลีกเลี่ยงค่าที่แบบเป็น negative เช่นราคาแพงหรือว่าจะได้แบบนี้ ก็จะไม่นำเสนอแบบนี้</p> <p data-bbox="630 347 710 1892"><i>Compared to the efficiency, the formulation cost is minimal. We try not to use the negative word such as expensive. This is how we present</i></p> <p data-bbox="726 347 758 1892">- Female, Business Manager, Distributor</p> <p data-bbox="774 347 949 1892">● เขาจะได้ benefits อะไรบ้าง คือมันตอบใจทยและแก้ปัญหาอะไรให้เขาได้ แต่ยังมี benefits a b c d อะไร เพิ่มเติมนิดบ้าง ซึ่ง a b c d มันอาจจะเป็นเรื่องของราคา ที่ดีกว่า เรื่องของ Supply ที่ดีกว่า เรื่องของ Performance ที่มันดีกว่าคะ ซึ่งก็ต้องให้ชัดไปเลย</p> <p data-bbox="965 347 1093 1892"><i>What are the benefits that customer will get? It is how it solve customer's problems. Any other benefits a b c d? these a b c d can be better price, better supply, better performance. This must be highlighted</i></p> <p data-bbox="1109 347 1141 1892">- Female, Industrial Manager – Coatings & Adhesive, Distributor</p> <p data-bbox="1157 347 1236 1892">● ถ้าจะมี Present จะเป็นของ supplier ที่จะไปเอาให้พี่ แบบนี้ก็คือ จะบอก benefit นอกเรื่องของความคุ้มค่า ที่เขาจะใช้</p> <p data-bbox="1252 347 1332 1892"><i>May have suppliers' presentation materials to show. This will tell the benefits and how it worth to use</i></p> <p data-bbox="1348 347 1380 1892">- Female, Industrial Manager – Industrial Chemical, Distributor</p>	Micro-skills of selling	Presenting	<p data-bbox="486 347 566 660">ฉันมีการนำเสนอพบวิศวกรทางด้านต้นทุน- กำไรให้เหมาะสมเฉพาะกับลูกค้าแต่ละราย</p> <p data-bbox="582 347 662 660">I present a cost/benefit argument that is tailored to the customer</p>

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
26	<p>● แต่พอเราเริ่มต้น เรารู้สึกว่าเขาไม่สนใจ เราจะไม่เสียเวลาค่ะ เราอาจจะต้องแบบพยายามพูดคุยหรือถามคำถาม เพื่อให้ได้มาในสิ่งที่เขากำลังสนใจ</p> <p><i>When we start, if we found customers were not interested, do not waste the time.</i></p> <p><i>Try to talk or ask to find out what customers' interest</i></p> <p>- Female, Business Manager, Distributor</p> <p>● บางทีความต้องการของลูกค้า อาจจะไม่ชัดเจน shift ไป หรือเปลี่ยนไประหว่างนั้น เพราะฉะนั้นอีกอันนึงที่จะต้องก็คือ เหมือนเป็นไหวพริบที่จะนำสิ่งที่ลูกค้าต้องการจริงๆ นะขึ้นมาพูดคุย หรือ Convince ให้ลูกค้ามาสนใจสินค้าของเรา</p> <p><i>Customers' needs may shift or change during that time, we need to be smart and quick to bring up what customers really need to talk or convincing customers to be interested in our products</i></p> <p>- Female, Industrial Manager – Coatings & Adhesive, Distributor</p> <p>● จะมีลูกค้าบางประเภทที่เราคุยไปเรื่อย เขาก็จะออกนอกเส้นทางที่เราคุยกันอยู่ ไปอีกประเด็นนึง ซึ่งเราจะมองว่า มันไม่ได้มีส่วนสำคัญในการที่จะเข้าสู่ประเด็นที่เราต้องการ</p> <p><i>There are some types of customers, when we talk, they will get to other things that was not important or related to what we want</i></p> <p>- Male, Regional Sales Manager, Manufacturer</p>	Micro-skills of selling	Presenting (organizing content & Delivery skills)	<p>ในขณะที่นำเสนอ ฉันจะสังเกตพฤติกรรมหรือสภาพแวดล้อมที่ไม่ปกติ ซึ่งอาจจะบ่งบอกถึงความกังวลของลูกค้า</p> <p>I observe for uncommon circumstances or behavior that might suggest customer concern when I present</p>

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
27	<p>● ความสนใจของลูกค้าจะอยู่แค่ช่วงช่วงต้นและช่วงท้ายของเวลานั่นเอง แต่ถ้าการนำเสนอที่ยาวนานเกินไปลูกค้าอาจจะหลงประเด็นหรือไม่มีสมาธิ จับประเด็นไม่ได้ว่าเราต้องการจะพูดอะไร ดังนั้นหลักในการนำเสนอของผมคือ กระชับ ตรงประเด็นแล้วก็อธิบายให้ลูกค้าเข้าใจ</p> <p><i>Customer's attention will be in the beginning and the end. If the presentation is too long, customer may get lost or cannot focus or do not know about what we said. Therefore, my presentation principles are short, precise and make sure customer understand</i></p> <p>- Male, Head of Commercial, Distributor</p> <p>● ระยะเวลาที่เราใช้ในการนำเสนอสินค้าไป มันก็จะไม่มีประสิทธิภาพเท่าที่ควร เพราะว่าคุณค่าไม่ได้สนใจตรงนั้นเลย ในความต้องการของเขาเนี่ย เขาอาจจะมีความต้องการอยู่ในใจแล้ว ซึ่งเราอาจจะไม่ทราบ แล้วเราใช้ระยะเวลาในการนำเสนอมากเกินไป</p> <p><i>We took too much time to present, it is not effective. Customer is not interested in that. What customer wants, may have in his/her mind, we do not know. Then we spend too long the time to present</i></p> <p>- Male, Regional Sales Manager, Manufacturer</p>	Micro-skills of selling	Presenting	<p>ฉันนำเสนอชี้แนะนำไปกับลูกค้าได้ อย่างมีประสิทธิภาพในเวลาจำกัด</p> <p>I offer effective presentations and recommendations within customer time constraints</p>

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
28	<p>● ถ้าคุยกับลูกค้าที่เป็นแบบสไตลด์เจ้าของ ซึ่งเวลาเขามีค่าเหลือเกินเลยใหม่จะ การพูดคุยเป็นร้อยจะไม่ได้ มันจะต้องแบบตรงประเด็น ชัดเจน รวดเร็วจะคะ</p> <p><i>If we talk to business owners, their time is precious. We need to be quick, right to the point, clear and don't beat around the butch</i></p> <p>- Female, Business Manager, Distributor</p> <p>● จะ Present เฉพาะ Point นั้นที่ลูกค้าต้องการคะ ในส่วนของ Powerpoint presentation ก็ส่งแบบ เดิมรูปแบบกลับไปให้อีกครึ่งหนึ่ง แต่ ณ ขณะที่คุณก็ คือต้องโฟกัสในสิ่งที่เราจะแก้ปัญหา หรือคุยกันจริงๆคะ</p> <p><i>Will present only the point what customer want. For the full powerpoint presentation, will send later. At the presenting time, must focus on what we want to solve or talk</i></p> <p>- Female, Industrial Manager – Coatings & Adhesive, Distributor</p>	Micro-skills of selling	Presenting	<p>ฉันนำเสนอแผนการหรือความคิดของฉันได้อย่างมีประสิทธิภาพ</p> <p>I present my ideas to customers effectively</p>

Table 5 (Cont.)

Item No.	Qualitative Data	Sub-constructs	Survey Items
	<p data-bbox="486 1030 686 1870"> <ul style="list-style-type: none"> ข้อมูลดิบตรงๆเนี่ย สามารถนำเสนอได้ ถ้าเราคุยกับลูกค้าแล้ว ลูกค้าแสดงออกว่าไว้วางใจและเชื่อถือในข้อมูลที่เราให้ สำหรับลูกค้าที่เราเพิ่งเจอเนอะครับ แต่ถ้าลูกค้าที่เพิ่งเจอ ยังไม่ไว้ใจ เราก็ยังไม่เชื่อถือ ข้อมูลที่ให้อาจจะต้องมีการอ้างอิงแหล่งข้อมูลที่น่าเชื่อถือ </p> <p data-bbox="702 1030 837 1870"> <i>If customer trust and believe in our data, we can present the raw data. For the new customer, he/she may not trust us yet, the given data might need to have the references</i> </p> <p data-bbox="853 1030 1093 1870"> <ul style="list-style-type: none"> ทักษะที่สอนในการนำเสนอหรือยกมาให้คนเขาติดตามเราต่อเนี่ย ตรงนี้สำคัญมาก เพราะว่ามันคนพูดเนี่ย กระโดดหน้ากระโดดหลัง บางทีพูดตรงนี้ แล้วก็ไปอีกเรื่องนึง ในแง่ของ logic หรือในแง่ของสมองคน บางทีฟังไปแล้ว มันไม่ค่อยเชื่อ แล้วมันไม่ติดต่อก็เป็นเรื่องเดียวกัน </p> <p data-bbox="1109 1030 1300 1870"> <i>The second skill in presenting, or how to make audience to follow us, is very important. Some cannot deliver the good sequencing, keep jumping around. When listen to this, it does not give the good flow, not continue as one story</i> </p> <p data-bbox="1316 1131 1348 1736"> - Male, Business Development Manager, Manufacturer </p>		

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
29	<p data-bbox="502 235 646 1870">● <i>อาศัยด้วยความที่เป็น relationship จากประสบการณ์แล้วก็เหมือนกับคุยกับเพื่อนมากกว่า ไม่จำเป็นต้องใช้เทคนิคแพรวพราวมากนักก็นำเสนอได้ตรงจุดอยู่ครับ</i></p> <p data-bbox="662 235 790 1870"><i>From experience, if we have good relationship, we may talk like friends. We can present and hit the point, no need to use sophisticated techniques</i></p> <p data-bbox="805 235 901 1870">● <i>เราจะนำเสนอให้กับลูกค้า เราก็ต้องมีทักษะที่จะนำเสนอหรือว่าทำให้เข้าสู่ประเด็นที่เราจะเสนอการขายของเราครับ</i></p> <p data-bbox="917 235 997 1870"><i>If we present to customers, we must have the persuasion skills or gear to the part that we want to sell</i></p> <p data-bbox="1013 235 1093 1870">- Male, Regional Sales Manager, Manufacturer</p>	Micro-skills of selling	Presenting	<p data-bbox="502 347 646 481">ในขณะที่นำเสนอ ฉันจะสังเกตการตอบสนองของลูกค้า และปรับวิธีการนำเสนอตาม เพื่อที่จะโน้มน้าวลูกค้าให้ได้</p> <p data-bbox="662 347 790 481">I tailor my presentation approach to persuading customers by reading their responses.</p>

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
30	<p>● เพื่อให้ได้มาในสิ่งที่เขากำลังสนใจ และเราก็คงต้องปรับเรื่อง ปรับอะไรให้มันตรงกับสิ่งที่เขาต้องการให้ได้มากที่สุด อันเนี่ย ไม่รู้ว่ามันจะไปใช้ได้ดีไหมแต่มันเป็น sense จริงๆว่าเวลาที่เรายุ่ง เราสั่งเกตอะ สั่งเกตสิ่งที่ ไม่รู้ว่าจะเป็นสายตา การฟัง บางคนกำลังพูดคุยกับเรา แต่ตาของเขาถลอกแต่แบบดูมือถืออะคะ ทุกอย่างมันมีความหมายหมดเลย</p> <p><i>We need to amend or change to match customers' needs. Not sure, if this can work for others, it is my own sense – when we talk, we also observe eyes expression, how they listen. Some customers, their eyes were on the phone screen, everything has meanings</i></p> <p>- Female, Business Manager, Distributor</p>	Micro-skills of selling	Presenting	ฉันใส่ใจกับภาษากายเช่นการสบตา เพื่อที่จะให้แน่ใจว่าลูกค้ายังสนใจในขณะที่ยังนำเสนอ When I present, I pay attention to my non-verbal behavior i.e. eye contact, to make sure I stay engaged with customer.
	<p>● การนำเสนอของผู้นำเสนอหรือผมในฐานะของผู้นำเสนอ การพูดหรือการนำเสนอ นั้นจะต้องมี Body Language มีโทนเสียงที่เหมาะสม และก็เข้าใจง่าย มีการสื่อสารมันเข้าไปด้วย แต่ไม่ใช่การสื่อสารมันแบบตะคอกๆนะ คือจะสื่อสารมันค่อยๆตามในสิ่งที่เราพูด เพื่อให้ลูกค้าได้เห็น Body Language เพื่อประกอบความเข้าใจของเขาในเนื้อหาที่เราพูดได้ดีขึ้น</p> <p><i>When I present, need to have the body language – appropriate voice othe, easy to understand, not monotone but not yelling. It is putting the mood into what we present. Customers will see the body language for better understanding our messages</i></p> <p>- Male, Head of Commercial, Distributor</p>			

Table 5 (Cont.)

Item No.	Qualitative Data	Constructs	Sub-constructs	Survey Items
●	<p>eye contact ะไรต่างๆ แล้วก็การพูดที่ชัดเจน clear point แล้วก็ดูว่าเราจับฟัง รับทราบสารที่เราส่งไปไหม หรืออาจจะมีการถามตอบในระหว่างที่เรา Present เพื่อที่จะได้ข้อมูลเพิ่มขึ้น จะทำให้มันเกิดการเชื่อมต่อที่ดีขึ้นตอนที่ Present นะคะ ไม่เช่พูดไปเรื่อยๆ โดยที่ไม่ได้ดูว่าคนฟัง ฟังหรือเปล่า</p> <p>Eye contact, speaking clearly, showing the clear point, then see if customers listen, acknowledge our messages or not. May have Q&A during presenting for more information. This will give a better connect when present. Not keep talking and did not know if audience listens or not.</p>			
●	<p>ในระหว่างที่เรา present เนี่ย เราก็พยายามปรับตัวเองด้วยอารมณ์ของกล้องมองจอให้สม่ำเสมอ หรือว่าค่อนข้างเรียกว่าตาอยู่บนจอขณะครับ ก็น่าจะทำให้ลูกค้า รู้สึกว่าเรามองเค้าอยู่ เราอยู่กับเขาอยู่ตลอดเวลา</p> <p>When I present, I try to keep my eyes on the camera or the screen. Hope this will help make customers feel that we look at them, we are with them all the time</p>	<p>- Female, Industrial Manager – Coatings & Adhesive, Distributor</p>		
				<p>- Male, Customer Manager, Manufacturer</p>

Quantitative part

Step 1: Try out

The scale first listed and defined the 3 dimensions. Each dimension consisted of 10 items. All 30 items in a 5-point Likert-type scale of items ranging from “Never” to “Always.” Table 6 presents the “First listed” Micro-Skills of Selling scale.

Table 6 The “First listed” Micro-Skills of Selling scale.

Item	Never	Rarely	Sometimes	Very often	Always
Listening skills					
1. I tend to listen to customers seriously	1	2	3	4	5
2. I repeat details of a conversation to make sure that I understand what the customer is saying	1	2	3	4	5
3. I think about what the customer means, not just what he/she says	1	2	3	4	5
4. I listen actively; attentive and interactive to verify my understanding from what customer said	1	2	3	4	5
5. I keep listening to customers, even if it is not related to the sales/work	1	2	3	4	5
6. I listen without interruption when customers speak	1	2	3	4	5
7. I note down the key details of the conversation with customers	1	2	3	4	5
8. I ignore the distractions around me when talking to customers	1	2	3	4	5
9. I display interest in conversation with customers, i.e. make eye contact, nod, or smile	1	2	3	4	5
10. I anticipate the intent behind customers' non-verbal cues	1	2	3	4	5

Table 6 (Cont.)

Item	Never	Rarely	Sometimes	Very often	Always
Questioning skills					
11. I ask informational and follow up questions with customers	1	2	3	4	5
12. I ask questions to identify and understands changes that affect customer's business	1	2	3	4	5
13. I use the questioning technique to understand customer's withheld concerns	1	2	3	4	5
14. If the customers seem to avoid answering my question first, I will "rephrase" my question before asking again later	1	2	3	4	5
15. I outline and use question techniques to explore customers' needs, goals, and objectives	1	2	3	4	5
16. I tend to use both "open-ended" and "close-ended" questions with customers	1	2	3	4	5
17. I use questions to successfully find out what my customers expect and what they value	1	2	3	4	5
18. If customers avoid answering certain questions more than once, I save the questions for asking later if needed	1	2	3	4	5
19. I effectively ask questions to help customers determine the true cost of their choices	1	2	3	4	5
20. I use more probing questions with customers when I do not understand or "get a clear picture" of the business	1	2	3	4	5
Presentation skills					
21. I effectively present recommendations for solutions to customers	1	2	3	4	5
22. I have clear objectives before planning a presentation to the customer	1	2	3	4	5
23. I effectively present a unique value proposition to the customer	1	2	3	4	5

Table 6 (Cont.)

Item	Never	Rarely	Sometimes	Very often	Always
24. I develop an introduction that will catch the attention of customer	1	2	3	4	5
25. I present a cost/benefit argument that is tailored to the customer	1	2	3	4	5
26. I observe for uncommon circumstances or behavior that might suggest customer concern when I present	1	2	3	4	5
27. I offer effective presentations and recommendations within customer time constraints	1	2	3	4	5
28. I present my ideas to customers effectively	1	2	3	4	5
29. I tailor my presentation approach to persuade customers by reading their responses	1	2	3	4	5
30. While I am presenting, I pay attention to my nonverbal behavior such as eye contact, to make sure I stay engaged with the customer	1	2	3	4	5

All 30 items in the “First listed” Micro-Skills of Selling scale version were validated for the content and language (Thai and English). Only 25 Items had an Item Objective Congruence (IOC) higher than 0.6. Therefore, items # 4, 11, 19, 24 and 28 were removed from the list. Furthermore, Items # 5, 14, 17, 18, 21, 22, 23, 25, 26 and 30 were amended for the English statement. Table 7 presents the 25 items scale for Micro-skills of Selling.

Table 7 The 25 items scale for Micro-skills of Selling

Item	Never	Rarely	Sometimes	Very often	Always
1. I tend to listen to customers seriously	1	2	3	4	5
2. I repeat details of a conversation to make sure that I understand what the customer is saying	1	2	3	4	5
3. I think about what the customer means, not just what he/she says	1	2	3	4	5
4. I keep listening to customers, even if it is not related to the sales/work	1	2	3	4	5
5. I listen without interruption when customers speak	1	2	3	4	5
6. I note down the key details of the conversation with customers	1	2	3	4	5
7. I ignore the distractions around me when talking to customers	1	2	3	4	5
8. I display interest in conversation with customers, i.e. make eye contact, nod, or smile	1	2	3	4	5
9. I anticipate the intent behind customers' non-verbal cues	1	2	3	4	5
10. I ask questions to identify and understands changes that affect customer's business	1	2	3	4	5
11. I use the questioning technique to understand customer's withheld concerns	1	2	3	4	5
12. If the customers seem to avoid answering my question first, I will "rephrase" my question before asking again later	1	2	3	4	5
13. I outline and use question techniques to explore customers' needs, goals, and objectives	1	2	3	4	5
14. I tend to use both "open-ended" and "close-ended" questions with customers	1	2	3	4	5
15. I use questions to successfully find out what my customers expect and what they value	1	2	3	4	5
16. If customers avoid answering certain questions more than once, I save the questions for asking later if needed	1	2	3	4	5

Table 7 (Cont.)

Item	Never	Rarely	Sometimes	Very often	Always
17. I use more probing questions with customers when I do not understand or “get a clear picture” of the business	1	2	3	4	5
18. I effectively present recommendations for solutions to customers	1	2	3	4	5
19. I set clear objectives before planning a presentation to the customer	1	2	3	4	5
20. I can effectively present a unique value proposition to the customer	1	2	3	4	5
21. I present a cost/benefit argument that is tailored to each individual customer	1	2	3	4	5
22. When I am giving presentations, I can observe any uncommon circumstances or behavior that might suggest customer concern	1	2	3	4	5
23. I offer effective presentations and recommendations within customer time constraints	1	2	3	4	5
24. I tailor my presentation approach to persuade customers by reading their responses	1	2	3	4	5
25. While I am presenting, I pay attention to my nonverbal behavior such as eye contact, to make sure I stay engaged with the customer	1	2	3	4	5

Calculation, Interpretation, and reporting Cronbach’s alpha reliability coefficient for Micro-Skills of Selling Scale

The 25-item scale for Micro-skills of Selling was developed and given to 20 salespeople to evaluate the reliability of the scale.

Table 8 shows the item-analysis the micro-skills of selling scale. A description of the sections and related terms are as follows:

1. Statistics for Scale—These are summary statistics for the 23 items comprising the scale. The total scores can range from 23 to a high of 115.

2. Item means—These are summary statistics for the twenty-three individual item means.

3. Item Variances—These are summary statistics for the twenty-three individual item variances.

4. Inter-Item Correlations—This is descriptive information about the correlation of each item with the sum of all remaining items. In the example in table 8, there are 23 correlations computed: the correlation between the first item and the sum of the other twenty-two items, the correlation between the first item and the sum of the other twenty-two items, and so forth. The first number listed is the mean of these twenty-three correlations (in this scale .45), the second number is the lowest of the twenty-three (-.11), and so forth. The mean of the inter-item correlations (.45) is the r in the $r = \frac{rk}{[1 + (k-1)r]}$ formula where k is the number of items considered.

5. Item-total Statistics—This section should be getting the highest attention. The items in this section are as follows:

5.1 Scale Mean if Item Deleted—Excluding the individual item listed, all other scale items are summed for all individuals (20 in this try-out phase) and the mean of the total items is provided. In table 8, the mean of the total scores excluding item 1 is 94.95.

5.2 Scale Variance if Item Deleted—Excluding the individual item listed, all other scale items are summed for all individuals (20 in this try-out phase) and the variance of the total items is provided. In table 8, the variance of the total scores excluding item 1 is 113.42.

5.3 Corrected Item-Total Correlation—This is the correlation of the item designated with the total score for all other items. In table 8, the correlation between item 1 and the total score is .81. A critical values for Pearson's correlations coefficient for any given df is that these values should be at least .42 when $df = 20$ and Level of Significance of a Two-Tailed or Nondirectional Test or $\alpha = .05$ (Weathington et

al., 2010). Therefore, items 5 and 7 were removed. The correlation between items 5 and 7, and the total score is .42 and -.05 respectively.

5.4 Cronbach's alpha if Item Deleted—This is probably the most important column in the table. This represents the scale's Cronbach's alpha reliability coefficient for internal consistency if the individual item is removed from the scale. In Table 8, the scale's Cronbach's alpha would be .94 if item 1 were removed for the scale. This value is also compared to the Cronbach's alpha coefficient value at the bottom of the table to see if the item was selected to delete. The present scale has only 23 items whereas the original scale had 25 items. Using the above information, removing items 5 and 7 increased in Cronbach's alpha from .93 to .94. Items with an item-total correlation of less than .42 (Weathington et al., 2010) were removed to improve the reliability of the scale.

5.5 The Cronbach's alpha coefficient of internal consistency. This is the most frequently used Cronbach's alpha coefficient.

5.6 Standardized Item Alpha—The Cronbach's alpha coefficient of internal consistency when all scale items have been standardized. This coefficient is used only when the individual scale items are not scaled the same.

Table 8 Item-Analysis for the micro-skills of selling scale

Statistics for Scale	N		Mean	Variance	SD	
	23		99.50	124.26	11.15	
	Mean	Minimum	Maximum	Range	Max/Min	Variance
Item Means	4.33	3.45	4.80	1.35	1.39	.08
Item Variances	51	.27	1.10	.83	4.03	.04
Inter-Item Correlations	.45	-.11	.85	.96	-7.93	.03

Table 8 (Cont.)

Item Total Statistics	Scale Mean	Scale Variance	Corrected	Cronbach's Alpha
	If Item Deleted	If Item Deleted	Item Total Correlation	If Item Deleted
Item 1	94.95	113.42	.81	.94
Item 2	95.25	112.93	.59	.94
Item 3	95.05	113.52	.70	.94
Item 4	95.00	117.58	.48	.94
Item 6	94.90	112.94	.67	.94
Item 8	94.70	116.12	.70	.94
Item 9	94.80	114.38	.78	.94
Item 10	95.00	115.37	.65	.94
Item 11	95.20	114.69	.52	.94
Item 12	95.45	113.63	.56	.94
Item 13	95.45	111.10	.66	.94
Item 14	95.25	113.88	.64	.94
Item 15	95.35	113.29	.74	.94
Item 16	95.20	110.80	.84	.94
Item 17	95.15	116.98	.47	.95
Item 18	95.45	118.15	.44	.95
Item 19	95.05	113.10	.55	.94
Item 20	95.15	115.19	.69	.94
Item 21	96.05	109.21	.64	.94
Item 22	95.10	113.15	.84	.94
Item 23	95.35	116.55	.50	.94
Item 24	95.20	112.06	.75	.94
Item 25	94.95	113.31	.82	.94
Reliability Coefficients for Item 23		<u>Cronbach's Alpha</u>	<u>Cronbach's Alpha Based on Standardized Item</u>	
		.95	.95	

Cronbach's alpha reliability coefficient ranges between 0 and 1, however, the closer Cronbach's alpha coefficient to 1.0, the better the internal consistency of the items in the scale. A rule of thumb is that the Cronbach's alpha coefficient $> .9$ - Excellent, $> .8$ - Good, $> .7$ - Acceptable, $> .6$ - Questionable, $> .5$ - Poor, and $< .5$ - Unacceptable (George, 2011). Satisfactory values of Cronbach's alpha of .94 - .95 for the range of all items and .95 for the total items together.

Scale Validation

A second survey was conducted to validate the 23 items scale for Micro-skills of Selling using a different sample of salespeople from the sample of salespeople in the try-out phase. According to (Nunnally, 1978), for EFA analysis, the ratio of participants to items recommended a 10 to 1 ratio or ten cases for each item to be factor analyzed. Due to the items number in this research, an adequate size of using EFA was at least 230 petrochemical industries salespeople in Thailand. The scale for Micro-skills of Selling was sent to 250 salespeople. A sample of 202 completed questionnaires were received, a response rate of 80.8%. The items are presented in table 9

Table 9 Item statements to measure the self-report of micro-skills of selling behavior during sales call

Item	Never	Rarely	Sometimes	Very often	Always
1. I tend to listen to customers seriously	1	2	3	4	5
2. I repeat details of a conversation to make sure that I understand what the customer is saying	1	2	3	4	5
3. I think about what the customer means, not just what he/she says	1	2	3	4	5
4. I keep listening to customers, even if it is not related to the sales/work	1	2	3	4	5
5. I note down the key details of the conversation with customers	1	2	3	4	5
6. I display interest in conversation with customers, i.e. make eye contact, nod, or smile	1	2	3	4	5

Table 9 (Cont.)

Item	Never	Rarely	Sometimes	Very often	Always
7. I anticipate the intent behind customers' non-verbal cues	1	2	3	4	5
8. I ask questions to identify and understands changes that affect customer's business	1	2	3	4	5
9. I use the questioning technique to understand customer's withheld concerns	1	2	3	4	5
10. If the customers seem to avoid answering my question first, I will "rephrase" my question before asking again later	1	2	3	4	5
11. I outline and use question techniques to explore customers' needs, goals, and objectives	1	2	3	4	5
12. I tend to use both "open-ended" and "close-ended" questions with customers	1	2	3	4	5
13. I use questions to successfully find out what my customers expect and what they value	1	2	3	4	5
14. If customers avoid answering certain questions more than once, I save the questions for asking later if needed	1	2	3	4	5
15. I use more probing questions with customers when I do not understand or "get a clear picture" of the business	1	2	3	4	5
16. I effectively present recommendations for solutions to customers	1	2	3	4	5
17. I set clear objectives before planning a presentation to the customer	1	2	3	4	5
18. I can effectively present a unique value proposition to the customer	1	2	3	4	5
19. I present a cost/benefit argument that is tailored to each individual customer	1	2	3	4	5
20. When I am giving presentations, I can observe any uncommon circumstances or behavior that might suggest customer concern	1	2	3	4	5

Table 9 (Cont.)

Item	Never	Rarely	Sometimes	Very often	Always
21. I offer effective presentations and recommendations within customer time constraints	1	2	3	4	5
22. I tailor my presentation approach to persuade customers by reading their responses	1	2	3	4	5
23. While I am presenting, I pay attention to my nonverbal behavior such as eye contact, to make sure I stay engaged with the customer	1	2	3	4	5

The data was analyzed by exploratory factor analysis for item analysis, principal component analysis and reliability assessment. SPSS was used for the statistical analysis of data.

Item Analysis

The sampling adequacy test (K-M-O test) and test for assessing normality of data (Barlett's test of sphericity) were conducted prior to conducting analysis. KMO value was observed as 0.92, Barlett's measure of 2204.93 was found highly significant ($p < 0.001$) with 253 degrees of freedom. Therefore, it was concluded that the sample is acceptable and suitable for applying factor analysis on the surveyed data.

Table 10 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.93
Bartlett's Test of Sphericity	Approx. Chi-Square	2204.93
	df	253
	Sig.	.000

Principal Component Analysis

As a result of the initial EFA analysis, principal component analysis with varimax rotation was chosen for extracting the initial factors and eigen value >1 was applied as the criterion. The 23 items were grouped under four factors to explain 58.04% of the total variance, as shown in table 11 below. All communalities' values were between 0.40 and 0.72. Pallant (2011) indicated that the common variance (communalities) values below .30 were not suited with other items in the same factor; however, a value below .30 was not found in any items in the current scale.

Table 11 Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared			Rotation Sums of Squared		
	Total	Loadings		Total	Loadings		Total	Loadings	
		% Of	Cumulative		% Of	Cumulative		% Of	Cumulative
	Variance	%	%	Variance	%	%	Variance	%	
1	9.32	40.54	40.54	9.32	40.54	40.54	4.58	19.92	19.92
2	1.62	7.05	47.59	1.62	7.05	47.59	3.23	14.04	33.96
3	1.35	5.85	53.44	1.35	5.85	53.44	3.07	13.34	47.30
4	1.06	4.60	58.03	1.06	4.60	58.03	2.47	10.74	58.03
5	.96	4.19	62.23						
6	.80	3.47	65.70						
7	.78	3.40	69.10						
8	.74	3.23	72.33						
9	.72	3.14	75.47						

Table 11 (Cont.)

Component	Initial Eigenvalues			Extraction Sums of Squared			Rotation Sums of Squared		
	Total	Loadings		Total	Loadings		Total	Loadings	
		% Of	Cumulative		% Of	Cumulative		% Of	Cumulative
Variance	%	Total	Variance	%	Total	Variance	%		
10	.58	2.54	78.01						
11	.58	2.52	80.53						
12	.54	2.34	82.86						
13	.50	2.16	85.02						
14	.47	2.06	87.08						
15	.45	1.97	89.05						
16	.42	1.84	90.89						
17	.40	1.75	92.64						
18	.36	1.57	94.22						
19	.31	1.35	95.57						
20	.29	1.28	96.85						
21	.27	1.15	98.00						
22	.24	1.06	99.06						
23	.22	.94	100.00						

Extraction Method: Principal Component Analysis.

At this point, significant cross-loading suggests a flawed factor structure or insufficient item creation. Cross-loading items have a high loading on more than one component and a differential in loading of less than .10. The items that did not have a cross-loadings greater than .10 were selected for removal from the scale (Acar GÜVendİR & ÖZer ÖZkan, 2022). Therefore, the removed items were Item #8,9,11,20 and 23. Additionally, for all subscales to be effectively identified, a minimum of three items must load significantly on each factor in a multidimensional scale (Raubenheimer, 2004). Hence, the further removed items were item# 2 and 12 in component 4. Also, Hair Jr Joseph, Black William, Babin Barry, and Anderson Rolph (2009) provide guidelines for determining the practical relevance of standardized factor loadings and the sample

sizes required for each factor loading value to be deemed significant factor loadings of .40 and higher, for example, are significant in a sample of 200 respondents. Therefore, item#13 and 17 were further removed.

Table 12 Rotated Component Matrix

Rotated Component Matrix ^a				
Items	Component			
	1	2	3	4
19	.76	.18	.01	-.13
18	.73	.28	.09	.19
16	.69	.21	.15	.16
21	.67	.06	.34	.21
13	.62	.50	.19	.10
22	.60	.05	.40	.27
17	.58	.42	.11	.17
3	.50	.17	.25	.36
8	.39	.31	.36	.27
10	.13	.67	.16	.15
14	.14	.63	.30	.21
5	.19	.55	.25	.08
9	.10	.54	.12	.52
11	.49	.54	.00	.19
15	.34	.46	.15	.32
1	.28	.45	.30	.19
6	.03	.21	.78	.16
7	.26	.22	.76	.18
4	.13	.35	.65	-.06
20	.56	.06	.56	.20
23	.33	.17	.50	.47

Table 12 (Cont.)

Rotated Component Matrix ^a				
Items	Component			
	1	2	3	4
2	.09	.20	.08	.81
12	.24	.24	.20	.74

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.^a

a. Rotation converged in 9 iterations.

Prior to conducting final EFA analysis, KMO value was observed as 0.88, Barlett's measure of 1042.93 was found highly significant ($p < 0.001$) with 91 degrees of freedom. This final EFA analysis, principal component analysis with varimax rotation was chosen for extracting the final factors and eigen value >1 was applied as the criterion. The 14 items were grouped under three factors to explain 57.48% of the total variance. The communalities' values rotated factor loads for the scale and the variances explained by different factors are presented in table 13

Table 13 Communalities' values and Factor load values

Items	Communalities' values	Component		
		1	2	3
19	.58	.76		
18	.66	.73		
16	.60	.72		
21	.63	.72		
22	.55	.63		
3	.45	.56		
10	.62		.77	

Table 13 (Cont.)

Items	Communalities' values	Component		
		1	2	3
14	.59		.71	
15	.52		.60	
5	.42		.57	
1	.42		.43	
6	.76			.86
7	.76			.79
4	.49			.62
Total Variance explained %57.46		%23.38	%17.45	%16.65

Cronbach's Alpha Based on Standardized Items $\alpha = .88$

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

The final EFA results offered a three-factor structure, as presented in table 13. The first factor included 6 items with factor loads within the range of .56 and .76; the second factor included 5 items with factor loads within the range of .43 and .77; and the third factor included 3 items with factor loads within the range of .62 and .86. It was observed that all factors explained 57.46% of the total variance. The first factor explained 23.38% of the total variance and named as "presentation skills" with the guidance of the developing items phase. The second factor explained 17.45% of the total variance and named as "questioning skills." The third factor explained 16.65% of the total variance and named as "listening skills." Analysis results showed that all items matched with the hypothesized dimensions except for three items. These three items (1, 3 and 5) were considered under listening skills dimension during the developing items phase, however EFA results categorized that these were under presentation skills (item#3) and questioning skills (items# 1 and 5) dimensions. Post-analysis expert

opinion agreed that these 3 items could be placed under the dimensions determined by EFA results.

The 14 items from final EFA were tested for their reliability by item analysis using item-to-total correlations, as presented in table 14. Item analysis results show that item-total test correlations for listening skills factor ranged between .46 and .62. item-total test correlations for questioning skills factor ranged between .49 and .57. For presentation skills factor, item-total test correlations ranged between .45 and .64. Although, item-total correlations were implied whether each item in the scale had the capability to measure the factor it aimed to measure, and able to differentiate individuals based on the factor they measure. Cronbach alpha internal consistency coefficient indicated the reliability of the scale. Conducted reliability analyses produced a Cronbach alpha reliability coefficient of .88 for the whole scale.

Table 14 Item-Analysis for the micro-skills of selling scale

Statistics for Scale	<u>N</u>	<u>Mean</u>	<u>Variance</u>	<u>SD</u>		
	14	61.56	36.77	6.06		
	<u>Mean</u>	<u>Minimum</u>	<u>Maximum</u>	<u>Range</u>	<u>Max/Min</u>	<u>Variance</u>
Item Means	4.40	3.86	4.80	.94	1.24	.07
Item Variances	.49	.20	.83	.63	4.10	.44
Inter-Item Correlations	.35	.09	.66	.57	7.35	.01

Table 14 (Cont.)

Item Total Statistics	Scale Mean	Scale Variance	Corrected	Cronbach's Alpha
	If Item Deleted	If Item Deleted	Item Total Correlation	If Item Deleted
Item 1	56.84	33.06	.55	.87
Item 3	56.98	32.55	.57	.86
Item 4	56.94	33.32	.49	.87
Item 5	57.22	31.50	.49	.87
Item 6	56.77	34.16	.46	.87
Item 7	56.86	32.84	.62	.86
Item 10	57.41	30.93	.50	.87
Item 14	57.36	30.42	.55	.87
Item 15	57.25	31.62	.57	.87
Item 16	57.33	31.75	.61	.86
Item 18	57.23	31.52	.64	.86
Item 19	57.71	31.62	.45	.87
Item 21	57.35	31.34	.63	.86
Item 22	57.12	31.56	.62	.86
Reliability Coefficients for Item 14		Cronbach's Alpha	Cronbach's Alpha Based on Standardized Item	
		.86	.88	

Further evaluating factor-based Cronbach alpha coefficients showed that Cronbach alpha coefficient was 0.76 for listening skills factor; 0.74 for questioning skills factor; and 0.84 for presentation skills factor, as presented in table 15. Therefore, it could be concluded that the Micro-Skills of Selling scale has an acceptable level to measure it aimed to measure.

Table 15 Cronbach alpha internal consistency coefficient

Reliability Coefficients	Micro-Skills of Selling scale	Listening skills factor	Questioning skills factor	Presentation skills factor
Cronbach's Alpha	.88	.76	.74	.84
Based on Standardized Items				



Table 16 Means, Standard Deviation and Correlation Matrix for the Micro-Skills of Selling Scale

Items	1	3	4	5	6	7	10	14	15	16	18	19	21	22
1	1.00													
3	0.40	1.00												
4	0.43	0.26	1.00											
5	0.42	0.25	0.28	1.00										
6	0.29	0.23	0.40	0.32	1.00									
7	0.41	0.45	0.49	0.34	0.66	1.00								
10	0.25	0.35	0.31	0.33	0.24	0.32	1.00							
14	0.34	0.32	0.37	0.34	0.36	0.39	0.49	1.00						
15	0.40	0.36	0.26	0.32	0.29	0.37	0.39	0.40	1.00					
16	0.34	0.43	0.28	0.31	0.21	0.39	0.29	0.32	0.44	1.00				
18	0.42	0.39	0.25	0.38	0.18	0.39	0.30	0.33	0.47	0.58	1.00			
19	0.27	0.33	0.24	0.18	0.09	0.23	0.20	0.21	0.24	0.46	0.48	1.00		
21	0.34	0.46	0.31	0.32	0.36	0.39	0.27	0.32	0.35	0.50	0.51	0.46	1.00	
22	0.32	0.49	0.32	0.29	0.33	0.44	0.34	0.33	0.38	0.42	0.50	0.37	0.57	1.00
Mean	4.73	4.55	4.63	4.35	4.80	4.71	4.16	4.20	4.32	4.24	4.34	3.86	4.21	4.44
Standard Deviation	0.54	0.59	0.55	0.84	0.45	0.52	0.91	0.91	0.73	0.66	0.67	0.87	0.70	0.68

Developing Micro-Skills of Selling Development Training Program

Having the results from phase I for developing the micro-skills of selling for petrochemical and related Industries salespeople in Thailand training program. The training program objective was to develop the micro-skills of selling for petrochemical and related Industries salespeople.

The training program was divided into two consecutive days (08:30 a.m. to 05:30 p.m. with 3 breaks) at the company office in Bangkok. The first day was aimed at building the knowledge and awareness of micro-skills of selling (listening and questioning) and then developing the micro-skills of selling through practice. The second day was focused on building the knowledge and awareness of micro-skills of selling (sales presentation skills) and then developing the micro-skills of selling through practice. Training methods included lectures by the trainers, discussion in the class among participants, experience sharing among participants, role-plays, watching the role-plays video and feedback. With the training methods, the discussion and experience sharing in the class among participants will enhance the learning for participants through the adult learning concept as participants or salespeople are adult learners who have experiences or existing knowledge. The adult learners will combine, integrate, or build up knowledge from additional learning or experience with their existing knowledge base to form their new understanding. With the experience sharing among participants and role-plays, participants will learn through principle of experiential learning, in which participants will get actual experience, reflection on the experience, information and the reflections from the experience into new ideas, followed by the application of those ideas to new experiences. These new experiences may serve to initiate the learning process again, promoting additional reflection, abstract conceptualization, and active experimentation. Watching the role-plays video, the participants will learn through modeling – social cognitive theory. When participants watch the role-plays video, they will accurately perceive the reality from the role-plays video, in which acts as a model, modeling refers to behavioral, cognitive, and affective

changes deriving from observing one or more models, which may include oneself. This leads to objective self-awareness in participants' own skills and behaviors, which leads to self-discrepancy for the behaviors or micro-skills of selling.

The training program consisted of eight activities and was conducted on the face-to-face basis, as there were practice sessions with the video recording during the practice sessions. Then, assess efficiency of development and effectiveness of the training program to develop micro-skills of selling for petrochemical and related industries salespeople in Thailand by administering the test to training program participants both before, and four weeks after, training.

The training program was validated for the objectives, contents, activities, and implications of learning theories. All objectives, contents, activities, and implications of learning theories had an Item Objective Congruence (IOC) higher than 0.6. Table 17 presents micro-skills of selling development training program.

Table 17 Micro-Skills of Selling Development Training Program

Activities	Objectives	Details	Implications of learning theories
Day 1			
1 st activity	<ul style="list-style-type: none"> - Greeting 	<ul style="list-style-type: none"> - Introduce facilitator, self -introduction from all participants 	
“Introduction” (20 minutes)	<ul style="list-style-type: none"> - Inform objectives, expectations, and agenda & time. (Assure the positive climate for learning) 		
2 nd activity	<ul style="list-style-type: none"> - Assessing the Micro-skills of selling 	<ul style="list-style-type: none"> - All participants do the Micro-skills of selling scales from the Google form link that was sent in the Line group 	
“Assessing Micro-Skills of selling” (25 minutes)			
3 rd activity	<ul style="list-style-type: none"> - To educate importance and principle of the 6-stages of sales call process 	<ul style="list-style-type: none"> - Facilitator presents the “why” the 6-stages of sales call process and micro-skills of selling are important for salespeople and the principles of the 6-stages of sales call process and Micro-skills of selling, together with discussion & sharing experiences from all participants in the class on all topics. 	<ul style="list-style-type: none"> - Adult learning concept - Discussion and experience sharing in the class among participants will enhance the learning for participants through the adult learning concept.
“6-Stage Sales Call Process” (75 minutes)	<ul style="list-style-type: none"> - To educate importance and principles of Micro-skills of selling for each stage 		

Table 17 (Cont.)

Activities	Objectives	Details	Implications of learning theories
<p>4th activity</p> <p>“Listening and Questioning Skills”</p> <p>(60 minutes)</p>	<p>- To educate importance and principles of listening and questioning skills</p>	<p>- Facilitator presents the “why” listening and questioning skills are important for salespeople and the principles of listening and questioning skills, together with discussion & sharing experiences from all participants in the class on all topics.</p> <p>- Facilitator leads to the practice session</p> <p>- Participants (In pair, take turn to be the customer, and sale professionals) doing the “role-plays”.</p>	<p>- Adult learning concept - Discussion and experience sharing in the class among participants will enhance the learning for participants through the adult learning concept.</p> <p>- Experiential learning theory - With the first role-plays, participants will learn through principle of experiential learning at the concrete learning & reflective observation steps.</p>

Table 17 (Cont.)

Activities	Objectives	Details	Implications of learning theories
<p>5th activity</p> <p>“Developing the listening and questioning skills” (240 minutes)</p>	<ul style="list-style-type: none"> - To develop listening and questioning skills 	<ul style="list-style-type: none"> - Facilitator leads to the practice session - Participants (In group of three, take turn to be the customer, sale professionals and observer) doing the “role-plays” (different scenario) with the video recording during each round of role-plays. - After finishing each round of the role-plays, the observer and customer will give the feedback to sale professional together watching the recorded video for each individual role-plays. 	<ul style="list-style-type: none"> - Experiential learning theory - With role-plays #2, participants will learn through principle of experiential learning at the abstract conceptualization, and active experimentation steps. - Social cognitive theory – Modeling & Objective self-awareness - Watching the role-plays video, the participants will accurately perceive the reality from the role-plays video -Objective self-awareness & learn through modeling – social cognitive theory.

Table 17 (Cont.)

Activities	Objectives	Details	Implications of learning theories
6 th activity "Sales Presentation skills" (180 minutes)	- To educate importance and principles of sales presentation skills)	<p style="text-align: center;">Day 2</p> <ul style="list-style-type: none"> - Facilitator presents the "why" sales presentation skills is important for salespeople and the principles of sales presentation skills, together with discussion & sharing experiences from all participants in the class on all topics. - Facilitator leads to the practice session - Participants (In pair, take turn to be the customer, and sale professionals) doing the "role-plays" (different scenario). 	<ul style="list-style-type: none"> - Adult learning concept - Discussion and experience sharing in the class among participants will enhance the learning for participants through the adult learning concept. - Experiential learning theory - With the first role-plays in day 2, participants will learn through principle of experiential learning at the concrete learning & reflective observation steps.

Table 17 (Cont.)

Activities	Objectives	Details	Implications of learning theories
<p>7th activity</p> <p>“Developing Sales Presentation skills”</p> <p>(240 minutes)</p>	<ul style="list-style-type: none"> - To develop sales presentation skills 	<ul style="list-style-type: none"> - Facilitator leads to the practice session - Participants (In group of three, take turn to be the customer, sale professionals and observer) doing the “role-plays” (different scenario) with the video recording during each round of role-plays. - After finishing each round of the role-plays, the observer and customer will give the feedback to sale professional together watching the recorded video for each individual role-plays. 	<ul style="list-style-type: none"> - Experiential learning theory - With role-plays #2 of the day, participants will learn through principle of experiential learning at the abstract conceptualization, and active experimentation steps. - Social cognitive theory – Modeling & Objective self-awareness - Watching the role-plays video, the participants will accurately perceive the reality from the role-plays video - Objective self-awareness & learn through modeling – social cognitive theory.

Table 17 (Cont.)

Activities	Objectives	Details	Implications of learning theories
8 th activity “AAR (After Action Review)” (20 minutes)	<ul style="list-style-type: none"> - To enhance retention and transfer to the job 	<ul style="list-style-type: none"> - Facilitator leads to AAR session - Facilitator encourages participants to share their opinions and experiences, together with discussion on what they learned from the training. - Warp up by facilitator. - Facilitator informs all participants for the follow-up part - the Micro-skills of selling scales from the Google form link would be sent to all participants in the Line group, four weeks after the training. This is for assessing efficiency of development and effectiveness of the training program to develop micro-skills of selling. 	

Phase III - Evaluating Micro-Skills of Selling Development Training Program

Measurement instruments

Behavioral improvement in trainee performance resulting from micro-skills of selling development training program were measured by 14 items from a micro-skills of selling scale for sales professionals in petrochemical industries in Thailand from phase II. A five-point Likert scale was employed, where “5” represents “Always” and “1” represents “Never”. This study utilized self-appraisal.

Participants

24 salespeople who work for a distributor in the petrochemical industries and related industries in Thailand. All salespeople were trained in two days (~17 Hours).

Data collection procedures & analysis

A micro-skills of selling scale for sales professionals in petrochemical industries in Thailand from phase II was administered immediately before and four weeks after, training. The data was analyzed by the pre-test and post-test measurements of one group (Paired t test). SPSS was used for the statistical analysis of data.

Results

Data was collected from 24 participants prior to the training. 20 completed questionnaires were received after the training, a response rate of 83.33%.

Evaluating the effectiveness of the training program to develop micro-skills of selling

The data was analyzed by the pre-test and post-test measurements of one group (Paired t test). SPSS was used for the statistical analysis of data.

Pre-test and post-test measurements of one group (Paired t test)

As a result of paired -samples t-test, the micro-skills of selling pretest mean score is 58.50 and the post-test mean score is 62.75. A paired-samples t-test of these data yielded a statistically significant gain ($t=7.98$; $n=20$; $p=0.000$). This means that the behavior of the 20 participants improved significantly from the pre-test phase to the post-test phase.

Table 18 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	58.50	20.00	4.12	0.92
	posttest	62.75	20.00	3.78	0.85

Table 19 Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & posttest	20	.82	.000

Table 20 Paired Samples Test

	Paired Differences Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2- tailed)
				Lower	Upper			
Pair 1 Pretest - posttest	-4.25	2.38	.53	-5.36	-3.14	-7.98	19	.000

Chapter 5

Discussion and Conclusion

This chapter provides a discussion and conclusion for the study regarding Developing scale and evaluating training program for micro-skills of selling for salespeople in Thai petrochemical industry. This research consisted of three phases.

Objectives of Research

1. To explore the meaning and identify the factors of micro-skills of selling for petrochemical and related industries sales professionals in Thailand.
2. To develop a scale for micro-skills of selling and a training program to develop the micro-skills of selling for petrochemical and related industries sales professionals in Thailand.
3. To evaluate the effectiveness of the training program to develop micro-skills of selling for petrochemical and related industries salespeople in Thailand

Discussion

Objective 1: To explore the meaning and identify factors of micro-skills of selling for petrochemical and related industries sales professionals in Thailand.

The research findings show the meaning of micro-skills of selling and identify factors of micro-skills of selling for petrochemical and related industries sales professionals in Thailand, which emerged from a deductive content analysis approach. The results demonstrated that the micro-skills of selling refer to the actions encompassing the sales proficiency that is specifically employed by a salesperson during the customer-salesperson interaction. These micro-skills of selling pertain to the skills employed for comprehending the appropriate approach for issue resolution, effective handling of customer queries, and adeptness in developing compelling sales presentations. The findings were found to be consistent with a concept of selling skills which is two primary areas of selling skills: a micro-skill stream and a macro-skills stream (Rentz et al., 2002). A micro-skills stream identifies three types of skills —

“interpersonal skills,” such as understanding how to handle and resolve issues; “salesmanship skills,” such as knowing how to present; and “technical skills,” such as knowing the features and benefits of a product (Rentz et al., 2002). The research results point out that micro-skills of selling, especially interpersonal skills and salesmanship skills, which were the skills that most contribute, important and essential to the success in sales professional career in petrochemical industry in Thailand, were communication skills. However, participants elaborated communication skills were meant as listening or questioning or presentation skills. This aligns with the evaluation and synthesis of relevant literature on micro-skills of selling highlighted key areas to enhance overall selling skills. Salesperson cues, questioning, and listening skills are considered as crucial components of selling skills. Making sales presentations is part of salesmanship skills in the second dimension of selling skill (Rentz et al., 2002). Although other micro-skills of selling – negotiation skills, sales closing skills, technical knowledge and other skills such as analytical skills, were considered as required skills. Furthermore, interpersonal skills, presentation skills, listening skills and questioning skills were indicated as the important base before utilizing other sales skills, for examples, presenting abilities are required to help buyers picture the benefits that they will receive. This indicated micro-skills of selling – listening or questioning or presentation skills, served as an important base or the important foundation for other micro-skills of selling – negotiation skills, sales closing skills and technical knowledge or technical skills.

Objective 2: To develop a scale for micro-skills of selling and a training program to develop the micro-skills of selling for petrochemical and related industries sales professionals in Thailand.

As shown from the results of phase II, a 14 items scale was developed to measure the micro-skills of selling – listening, questioning and presentation skills, in the context of sales professionals in Thai petrochemical industries. A systematic procedure of scale development was followed based on an exploratory sequential mixed methods (Creswell, 2018). A rule of thumb is that the Cronbach’s alpha coefficient should

be $> .7$, which is acceptable (George, 2011). The new scale items matched the requirements of test validity and reliability. The Cronbach's alpha coefficient for the micro-skills of selling scale was .88 for the total items together. Furthermore, exploratory factor analysis of the micro-skills of selling scale was conducted, and three distinct factors were identified. Additional analyses showed high internal reliability for all the three factors of the micro-skills of selling scale. Factor-based Cronbach alpha coefficients showed that Cronbach alpha coefficient was 0.76 for listening skills factor; 0.74 for questioning skills factor; and 0.84 for presentation skills factor. Each factor was examined and discussed from theoretical and research perspectives.

Listening skills - The micro-skills stream of research has focused on individual sales skills such as listening skills or interpersonal listening skills, questioning skills, and presentation skills. Listening skills in this research explains the ability to accurately receive and interpret messages in the sales communication process with customers, there is supporting evidence for the listening skills factor from the previous research. As Drollinger and B. Comer (2013) defined active empathetic listening as listening practiced by salespeople in which active listening is combined with empathy to achieve a higher form of listening, impacting the quality of the relationship between the buyer and seller and their mutual ability to build trust. More recent research indicate that customer-oriented salespeople express their care toward customers through listening and salesperson relationships and sales performance driven by listening through direct and mediated mechanisms (Itani et al., 2019). However, the findings from phase I indicated that listening skills factor is more than the ability to accurately receive and interpret messages in the sales communication process with customers. Listening skills is also pointed out as an important sales skill that increasing the efficiency in selling and contributing to their success.

The findings of phase II in terms of the other two factors – questioning skills and presentation skills.

Questioning skill is the action of asking customers questions, in order to explore an issue, an idea or something intriguing effectively. Previous research result

has indicated that questioning also improves customers' purchase intention (Arndt et al., 2018). Another research also show that the ability to ask questions pertinently to understand the situation and the customer's needs actually plays a role that results in greater sales performance (Sugiyarti, 2018). Sales presentation skills are the actions of presenting the information about a product or service that attempts to persuade customers by using a planned sales presentation strategy of a product or service designed to initiate and close a sale of that product or service. Several studies showed that sales presentation abilities, was found to be the principal set of skills that leads to greater sales performance (Wachner et al., 2009). This aligns with the results from the study of developing soft skill training for salespersons to increase total sales that indicated presentation skills is among the several factors that influence the level of salesperson's sales (Mardatillah et al., 2018). In which more recent research confirms that aspects of B2B seller skills, including interpersonal presentation and communication skills, provide a solid foundation for evaluating and tracking sales performance (Høgevold et al., 2021). Furthermore, the recent research findings showed identified 110 sales skills, including listening skills, questioning skills and presentation skills, were important to a salesperson's success (Razmak et al., 2022). However, the findings from phase I indicated that both questioning skills and presentation skills are also highlighted as important sales skills that not only contribute but also crucial to salespeople's success.

In phase III, the training program for the development of micro-skills of selling that was developed based on the results of phase I, resulted a significant improvement in the self-report of micro-skills of selling behavior during sales call as expected. The implications from learning theories were reflected as training methods included lectures, discussion in the class among participants, experience sharing among participants, role-plays, watching the role-plays video and feedback.

With the training method, the discussion and experience sharing in the class among participants enhance the learning for participants through the adult learning concept as participants or salespeople are adult learners who have

experiences or existing knowledge. This aligned with Artis and Harris (2007) proposed that the adult education concept of self-directed learning can supplement traditional salesforce training and educational methods to improve the performance of salespeople. Also, the findings from the research in the sales training areas suggested that it was possible to design a medical sales training program that applies andragogical principles (Washington II, 2016).

Furthermore, the training method such as experience sharing among participants and role-plays, participants learn through principle of experiential learning. This supported the results from several studies demonstrate that sales training is adaptive to experiential learning principles. The results from the study that examined two courses from existing sales training programs used in practitioner settings and found that the exercises and activities followed the established cycle of experiential learning and showed how repeated iterations of the experiential learning cycle incrementally move students up Bloom's taxonomy of educational objectives (Healy et al., 2011). Also, the recent study that examines the extent to which client-based experiential projects are used in sport sales courses and determines if teaching practices are different in client-based and non-client-based courses indicated that 58.3% of the online survey responses utilized a client-based experiential sales project as a key component to the sales course of sport sales courses (Pierce, 2021).

Watching the role-plays video, the participants will learn through modeling (Davis, 2019) – social cognitive theory. When participants watch the role-plays video, they will accurately perceive the reality from the role-plays video, in which acts as a model, modeling refers to behavioral, cognitive, and affective changes deriving from observing one or more models, which may include oneself (Silvia & Phillips, 2013). This leads to objective self-awareness in participants' own skills and behaviors, which leads to self-discrepancy for the behaviors or Micro-skills of selling. This supported with the results from the study of imitating the virtual self to accelerate interpersonal skills which uses Doppelganger-based training showing that effective training includes the use of

videos in which role models perform the desired behaviors that trainees can learn through behavioral mimicry (Kleinlogel et al., 2021)

Objective 3: To evaluate the effectiveness of the training program to develop micro-skills of selling for petrochemical and related industries salespeople in Thailand.

From the findings of phase III, the self-report of micro-skills of selling behavior during sales call of trainees improved through positive paired -samples t-test means scores, a month after the end of the training date ($M = 62.75$, $SD = 3.78$) compared to the day of the beginning of the training date ($M = 58.50$, $SD = 4.12$), $t(19) = 7.98$, $p < .000$. This means that the self-report of micro-skills of selling behavior during sales call of trainees improved significantly from the pre-test period to post-test.

As predicted, the training program for the development of micro-skills of selling established during phase II resulted in a considerable improvement in self-report of micro-skills of selling conduct during sales calls.

The implications of learning theories were represented in training techniques such as lectures, class discussion among participants, experience sharing among participants, role-plays, role-plays video viewing, and feedback.

With the training methods, the discussion in the class among participants enhance the learning for participants through the adult learning concept as participants or salespeople are adult learners who have experiences or existing knowledge. participating in discussion, learners learn from discussions that deepen their resources for learning. Furthermore, the training method such as experience sharing among participants and role-plays, participants learn through principle of experiential learning. This supported the results from several studies demonstrate that sales training is adaptive to experiential learning principles. By watching the role-play video, participants can learn through modeling - social cognitive theory (Davis, 2019). The video role-plays will help participants accurately perceive reality and model behavioral, cognitive, and affective changes through observation. This creates objective self-awareness in

participants' skills and behavior, resulting in self-discrepancy for sales skills or micro-skills.

Limitation and future research avenues

This research was limited in its scope as it only examined the sales professionals in the Thai petrochemical industry in Thailand. Therefore, further development and evaluation of scale and training program are needed.

While the sample was purposefully selected into the experimental group and there was a limited number of samples, pre-experimental research was used in this study (Phase III). As a result, although there were pre- and post-tests, there was no control group in this study. As a result, additional study of the effectiveness of training programs is required.

The data used in the current survey is specific in both industry and geographic. Replication in other industries or businesses is a priority for future research. Although sales activities are considered industry-specific, the micro-skills of selling, especially, listening, questioning and presentation skills, could be generalized across all sectors.

Implications

Implication in knowledge

The findings of phase I & II revealed that micro-skills of selling highlighted critical areas for to enhance overall selling skills (Rentz et al., 2002). The findings also deepened awareness of other selling micro-skills such as negotiating skills, sales closing skills, technical knowledge, and other abilities such as analytical skills. Furthermore, micro-skills of selling such as listening, questioning, and presenting skills served as a vital basis for other selling micro-skills such as negotiating skills, sales closing skills, and technical knowledge or technical abilities.

The results from phase III resulted in a significant improvement in the self-report of micro-skills of selling behavior during sales call as expected. This supported that learning a process skill such as listening skill, questioning skill and sales presentation skill, training program with various instructing strategies such as lectures, class

discussion among participants, experience sharing among participants, role-plays, watching role-plays videos and feedbacks, can enhance selling behavioral micro-skills during sales calls. The implications from learning theories were reflected as training methods included lectures, discussion in the class among participants, experience sharing among participants, role-plays, watching the role-plays video and feedback.

Implication for practice

1. The findings of phase I besides revealing that micro-skills of selling highlighted critical areas for to enhance overall selling skills, also deepening the awareness of other selling micro-skills such as negotiating skills, sales closing skills, technical knowledge, and other abilities such as analytical skills. Furthermore, micro-skills of selling such as listening, questioning, and presenting skills served as a vital basis for other selling micro-skills such as negotiating skills, sales closing skills, and technical knowledge or technical abilities. Thus, it benefits businesses to gain a better understanding of selling skills, which may lead to future practices.

2. From the findings of phase II, in exploring this scale in petrochemical and related to petrochemical industries in Thailand, this study exclusively investigated the sales professionals in petrochemical and related to petrochemical industries in Thailand. Because of this, to generalize this new micro-skill of selling scale for use in every industry. Businesses may need to test this scale before using it in order to ensure that the scale will be reliable and valid for salespeople in the industry.

3. The results from phase III resulted a significant improvement in the self-report of micro-skills of selling behavior during sales call for sales professionals in petrochemical and related to petrochemical industries in Thailand. However, in exploring this training program in petrochemical and related to petrochemical industries in Thailand, this study exclusively investigated the sales professionals in petrochemical and related to petrochemical industries in Thailand. Because of this, to generalize this new micro-skill of selling development training program for use in every industry. Businesses may need to test this training program before using it in order to ensure that the scale will be reliable and valid for salespeople in the industry.

Conclusion

According to the objectives, the main contribution of this research was to develop and test a new micro-skill of selling scale, two primary themes were identified through deductive content analysis, and to develop a training program and assess the effectiveness of a training program for the development of micro-skills of selling. The emerging micro-skill of selling scale consists of three factors and has shown good validity and reliability. The self-report of micro-skills of selling behavior during sales call of trainees improved significantly from the pre-test period to post-test.

Measuring sales skills, especially, micro-skills of selling – three crucial basic skills, should be useful for researchers studying the behavior of highly skilled salespeople. The results from phase II & III offer a training program for the development of micro-skills of selling with various training methods, also improve self-report of micro-skills of selling behavior during sales call of salespeople. Identifying the characteristics that distinguish experienced salespeople can aid in the selection and training of salespeople. This means that sales leaders can start by selecting sales candidates with this behavioral process, and train existing salespeople with the training program for the development of micro-skills of selling with various training methods, to strive these positive traits.

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