

**COMPETENCES, PSYCHOLOGICAL CONTRACTS AND SALES
PERFORMANCE AMONG SALESPERSONS**

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OPTION: PLAN A

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DECLARATION

I Aruho Ivan declare that the work presented in this dissertation is my own original work and has never been submitted to any university or tertiary institution for an academic award.

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APPROVAL

This is to certify that this dissertation entitled Competences, Psychological Contracts and Sales Performance among Salespersons has been submitted for examination in partial fulfillment of the requirement for the award of Masters of Human Resources Management Degree of Makerere University with my approval as a supervisor.

Prof. John. C. Munene: Dr. Joseph Ntayi:

Date: Date:

DEDICATION

This piece of work is dedicated to my family; my father & mother, my late mother the late Norah Tumuhairwe, my wife, brothers especially Dr. Allan Mpairwe for his financial support throughout my masters' degree and my sisters too for their moral support. May you live to appreciate the importance of the academic studies.

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ACRONYMS

ANOVA	Analysis of Variance
KRA	Key Result Areas
SPSS	Statistical Package for Social Scientists
KPC	Key Personal Competences
OP	Operant Competences

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ABSTRACT

The study examined the relationship between competences, psychological contracts and sales performance among sales persons in banks, telecom companies, printing and automobile firms. A conceptual framework was developed from the study with sales performance as a dependent variable, competences and psychological contracts as the independent variables.

The researcher, through a quantitative cross section survey design using questionnaires, gathered information from 269 sales persons from banks, telecom companies, printing and automobile companies in central parts of Uganda. The data was analysed using the statistical package for social scientists (SPSS) to establish the reliability, and correlation results. Additional analysis of variance (ANOVA) was also done.

The correlation results showed a significant relationship between competencies, psychological contracts and sales performance. The regression model showed that competences and psychological contracts were significant predictors of sales performance in these organizations.

The study therefore recommends that organizations with sales persons should ensure that their salespersons have the relevant competences that will ensure an effective sales performance. These organizations should also put in place the right organizational environment that will enhance employees' psychological contracts that will in turn lead to effective sales performance.

CHAPTER ONE

1.0 Introduction

This chapter presents the Background, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope of the study and the conceptual framework.

1.1 Background

Organizations are continuously seeking improved ways of selecting the ‘best’ people for particular jobs or organizations in order to improve sales performances (Noe, 2006). This has caused contemporary organizations pursuing sales performance improvement to de-emphasize management control in favour of empowering employees to make work-related decisions (Miao, Evans & Shaoming, 2007). This is due to the understanding that sales performance is challenging primarily because salespeople work alone (i.e., outside the boundaries of their own organization) and must deal with an unanticipated array of requests and demands from each of their unique customers (Fisk, 2009).

Performance refers to employees’ contribution to the realization of company objectives (Dewettinck, 2008). Sales persons can be defined as individuals who get involved in an activity of selling of products and services in return of money or other compensation, which is initiated and completed by the seller, the owner of the goods (Miao, Evans & Shaoming, 2007). McMurry (1961) defined a successful salesperson to be an individual who has the capacity to woo his client coupled by a “compulsive need to win and hold the affection of others”.

The goal of a sales person is to increase the number of interactions between potential customers and company using promotional techniques. (Sales and selling training and techniques, 2009). These techniques include advertising techniques, sales promotion, publicity and public relations, creating new sales channels, or creating new products, among other things (Sales and selling

training and techniques, 2009). This is in line with Housing Finance Bank Ltd in Uganda which is an established Commercial Bank providing Credit and Banking services. Housing Finance Bank Ltd on Wednesday, 18 March 2009, posted a profile of Sales persons it needed for recruitment which stated that Sales people would be responsible for promoting, marketing and selling Bank products and services with the objective of ensuring increased usage of services and growth in number of customers, savings and loan portfolio. It also stated that sales persons would be responsible for sales promotions, attending trade shows and exhibitions and any other events and ensure effective promotion of the bank's services and products and to also manage relationships between bank and customers.

This implies that to have successful sales performance, the use of competences concerned with sales person's values, standards, and performance abilities are important (Kim, 2010). These coupled with psychological contracts, sales performances is enhanced (Roehling, 2008).

For example, a report from the Guardian news paper of January, (2009) indicated that Tesco Company, one of the leading super markets in the United Kingdom had registered failed sales due to its employee's inability to adapt to the market pressure and competition. Its sales reduced by 7% as compared to the past years from 2001 to 2009 losing over £300m. Although it was attributed to the incompetence of their sales persons, the employees claimed it was due to the violation of the psychological contract justified by the economic slow down. The company experienced high labour turn over and costs of hiring more 10,000 employees with hopes of improving sales.

The challenge is for organizations, consultants and human resource managers to understand how the different competences of sales persons and psychological contracts can enhance sales performance which will help improve and increase on sales performance within organizations.

1.2 Statement of the Problem

Organizations are continuously faced with challenges of improving sales performance in the present competitive business environment. This is attributed to the failure of organizations to adapt to the use of the relevant salesperson's competences and the failure to manage salesperson's psychological contracts to enhance and improve Sales performance. Therefore failure of organizations to use sales persons' competences and violation of the psychological contract has hindered sales performances.

1.3 Purpose of the Study

The study was carried out to investigate the relationship between competences of sales persons, psychological contracts and sales performance.

1.4 Objectives of the Study

- i. The study was carried out to examine the relationship between competences of salespersons and sales performance.
- ii. The study was carried out to examine the relationship between psychological contracts and sales performance.

1.5 Research Questions.

The study was guided by the following research questions:-

- i. What is the relationship between competences of salespersons and sales performance?
- ii. What is the relationship between Psychological Contracts and Sales Performance?

1.6 Significance of the Study.

The study is hoped to be significant in the following ways:-

- i. The study is hoped to add on the existing body of knowledge on competences, psychological contracts and sales performance of sales persons.
- ii. The findings from this study will give deeper insight into the use of competences in sales performance of sales persons.
- iii. The study will be beneficial to organisations that are interested in building effective sales performance systems of sales persons within their workplaces.
- iv. The study is also hoped to be very useful to policy makers in the service industry, specifically employers concerned with job evaluation, training and development of sales persons.

1.7 Scope of the Study.

1.7.1 Geographical scope:

This study was carried out in the central part of Uganda collecting data from banks, telecommunication companies, printing and automobile companies.

1.7.2 Content scope:

The study focused on competences, psychological contracts and sales performance among sales persons from banks, telecommunication companies, printing and automobile companies.

1.7.3 Sampling scope:

In this study, the researcher focused on sales persons from banks, telecommunication companies, printing and automobile companies.

1.8 Organization of the study

The study is presented in five chapters; there is an Abstract at the beginning while References and Appendices that include the Questionnaires and the research letter used for the study are at the back.

Chapter one presents the background, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope of the study and the conceptual framework.

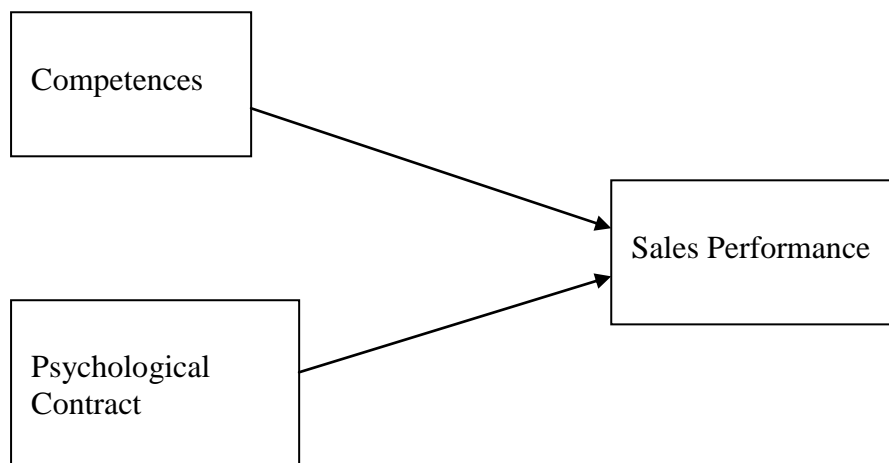
Chapter two presents the Literature Review on Competences, psychological contracts and sales performance. This chapter also shows the relationship between competences and sales performance, and the relationship between psychological contracts and sales performance.

Chapter three presents the methodology used in executing the study. It shows the research design, the study population, sample size, sample methods, variable measurements, reliability and validity tests data collection and data processing methods.

Chapter Four, provides presentations, analysis and interpretations of the study results, which were arrived at through the use of various statistical tests. These include correlation test, ANOVA, multiple regression and a hierarchical regression test.

Chapter five includes discussing the findings of the study, conclusions and recommendations for future areas of research.

1.9 Conceptual framework



Conceptual Scope

This study focused on Salespersons' competences and Psychological Contracts as independent variables and how they relate to the problem which is represented by Sales performance as a dependant variable. Further more in handling competences the study will be limited to the competences that are possessed by salespersons and how they influence Psychological Contracts and sales performance.

Competencies as products of analyzing jobs, link work, people and help in creating strategies for improving performance. Competences too create capacities for change and self-renewal in organizations which help sales persons to understand business changes that enhance sales performance (Lambert, 2007).

Psychological contracts enhance sales performance through commitment of the employees who are

expected to completely invest themselves towards achieving the company's objectives of making sales which is crucial in influencing employees towards sales performance. This is usually achieved through transparency and effective communication from the employers to the employees. This transparency and effective communication develops employees into future people, who make and keep their commitment, and achieve organizational plans because their actions are readily specified and predictable both to others as well as themselves (Shapiro, Jacqueline, and Kessler, 2006). This implies that when employers and employees develop shared understandings and reliance on their commitments, psychological contracts can be realized as self-fulfilling prophecies reflecting anticipated future exchanges, making both the sales persons and organizations more productive and their interactions more mutually supportive and constructive thus achieving sales performance.

Sales performance is one of the components that results from business performance measurement and control systems (Stein, 2010). This is in line with Trailer, (2007) who suggests that sales performance is a product of the behaviors and outcomes that are under the control of the sales force.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter is built following the study variables, which include Competences, Psychological contracts and Sales performance.

This chapter further presents and builds on similar studies that have been carried out in relation to the field of study by different authors.

Sales performance

Very little has been written in academic journals about sales performance in the workplace (Gulati, 2007). Little emphasis too has been put to sales persons within organizations (Gulati, 2007). Sales performance is one of the components that results from business performance measurement and control systems (Stein, 2010). Trailer, (2007) suggests that sales performance refers to the behaviors and outcomes that are under the control of the sales force. Miller (2005) argues that salespersons performance is evaluated by salespersons' contribution to achieving the organizational goals. To Ingram *et al.*, (2007) Sales performance is 'a function of individual salespersons' performance in individual situations'.

Salesperson performance comprises of behavioral and outcome performance components (Ghazaleh & Haghghi, 2009). Behavioral performance is an evaluation of the activities and strategies of salespeople in carrying out their job assignments and responsibilities other dimensions of behavior performance are technical knowledge, adaptive selling, teamwork and sales presentations. The consequences of salespeople's efforts and skills are outcomes (results) such as sales volume, market

share, customer retention and new customers. These consequences comprise salespersons' outcome performance that distinguishes between effective sales units from less effective units.

Competences

According to Gallen, Sandman Leckie, & Inns (2010) competences are a set of clearly defined behaviors (skills and knowledge) that are used to evaluate, assess and develop people. Competencies are also sets of skills, knowledge, abilities and characteristics that enable people to successfully perform jobs (Spicer, 2009).

Competencies refer to the knowledge, skills and behaviors demonstrated by individuals in the course of getting their work done (Ulrich et.al, 2008). Competences are also employee's underlying characteristics, or behaviors that produce high performance in a job (Wickramasinghe & De Zoyza, 2009).

Competences are potential abilities and/or a capability to function in a given situation focus on one's actual performance in a situation. Competences help in determining the comparison between current work functioning with established performance standards developed in the work environment according to a specific role and setting. (Kathryn Schroeter, 2008). Competence refers to a potential ability and/or a capability to function in a given situation. (Kathryn Schroeter, 2008). Competences are individual knowledge, skill, ability, or characteristics that bring excellent performance (Schroeter, 2008)

2.1 Relationship between competences and sales performance

Competences help employees function in a given situation and they focus on one's actual performance in a job situation (Singh, 2010). They are usually seen to encompass a person's knowledge, skills, attitudes and behaviors which predict successful job performance. A sales person who is competent has capability of fulfilling his/her job responsibilities which improves on sales performance (Kinni, 2007).

Competencies are factors contributing to high levels of individual performance, and therefore, organizational effectiveness (Schroeter, 2008). This is key in enhancing sales performance of employees in an organization. Buelens, (2008) referred to competencies as components of performance associated with "clusters of life outcomes". His study strongly suggested that there were behavioral variables that successfully predicted job performance. Buffington (2006) also asserts that identifying and using competences that can predict performance is crucial in enhancing sales performance.

Armstrong (2006) defined the super performers as "competent managers". This implies that competences have potential of bringing about excellent performance thus if a sales person uses competences effectively, it will lead to successful sales performance. According to Lambert (2007), competences such as having the ability to learn faster than other competitors are essential for effective sales performance. Lambert (2007), further suggests that competences create capacities for change and self-renewal in organizations which help sales persons to understand business changes that enhance sales performance.

Armstrong (2006) also suggests that competences that involve managing change, particularly in areas such as quality improvement and customer services, are important in the business world. Vakratsas & Zhenfeng, (2008) suggest that sales persons learn faster and have managerial competences will be in position to compete favorably in the market thus improving sales performance for the organizations.

Competences are looked at as what you need to know; what you need to do; and how you need to

do it (Armstrong, 2006). Armstrong (2006) further suggests that the foundation for performance are competences that define the role in terms of the key result expected, what role holders need to know and be able to do and how they are expected to behave in terms of behavioral competencies. Armstrong (2006) continues to argue that performance calls for job expectations to be defined and agreed upon in terms of role responsibilities and accountabilities (expected to do), skills (expected to have) and behaviors (expected to be). Guire (2004) & Wayne (2006) also share the same view that competencies enable definition of expectations in the form of a role profile that sets out role requirements in terms of key results areas, skills, knowledge and attitudes required for effective performance.

According to Vakratsas & Zhenfeng (2008), competencies provide inputs and values for sales performance which inputs are knowledge, skills and behaviors required to produce expected results. This implies that if a sales person has the knowledge, skills and behaviors required to produce required results, he or she will be in a better position to achieve sales performance.

Boyatzis (2006) urges that competences being a person's generic knowledge, motive, trait, self-image, social role or skills are essential to work performance. Boyatzis (2006) further explains that a trait is a characteristic or quality that a person has, like self efficacy which is a belief that a person is in full control of the situation. It may be a motive which is a drive or thought related to a particular goal, a need to achieve, a need to improve and compete against a standard of excellence. If a sales person has the ability to demonstrate a sequence of behavior that is functionally work related, he or she will be in position to attain a particular goal such as superior sales performance.

Competencies provide bench marks for determining the different levels of sales performance (Trailer, 2007). Trailer (2007) further suggests that competencies enhance the formulation of agreements which form the basis for employee development, assessment and feedback in the sales performance process. He continues to emphasize that competence profiling provides the basis for

agreeing on objectives and methods of measuring sales performance and assessing the level of competency. Therefore if a sales person understands competencies that enhance the activities of performance agreements formulation, monitoring and evaluation, this becomes the basis for employee development, assessment and feedback sharing. This will help him or her to stand a chance of achieving sales performance.

Competences have been found to lead to improved standards of job performance (Armstrong, 2006). Munene, et al, (2007) asserts that the framework of competence profiling, directly relates the core values and mission of the organization which not only enables workers to monitor their own performance but also enable supervisors to monitor the subordinates' activities closely using the same common language understood by all employees and use the same in self monitoring. Furthermore; Munene et al, (2007) says that the process of competence analysis and profiling involves determining, describing and reactivating or redeveloping individual competences that have previously been latent. This implies that competences can be used as a standard to establish whether a sales person is succeeding or failing in his/her role of making sales for the organization.

Competences enable sales persons to know the process that they need to go through to get each of their tasks of making sales accomplished (Gist, & Mosher 2005). This helps them manage and control sales performance (Gist, & Mosher 2005). The analysis of competences involves what someone has to know and understand (knowledge competences) as well as what the role holder has to be able to do and the behavior that is needed to convert the inputs of knowledge and skill into outputs and outcomes. This is done bearing in mind that it is not the knowledge and skills that matter but rather the application of knowledge and skills that contribute to performance (Armstrong, 2006).

Spicer (2009) suggests that competences are used for recruiting people in organizations.

Competences show what skills individuals need upon hire and during job performance. The

recruitment of the people with the right competences will affect sales performance.

Competences are also used in attracting, promoting, retaining, and placing appropriate people in the right positions while managing employee performance (Ulrich et al., 2008) Therefore this implies that the use of competences is key in achieving successful sales performance through making the right promotions, retaining and placement of the right sales persons.

Armstrong (2006) argues that if a firm has incompetent people, performance suffers. He suggests that an employee should have knowledge of the product, understand the company's policies, knowledge of the industry, knowledge of customers, their problems and opportunities which will make him or her competent enough. This implies that if a sale person is competent enough, he or she stands an advantage of accumulating sales for the company which in the end increases on the firm's sales performance.

Competences enhance knowledge and awareness of employees, which in turn changes the way they perform and approach their work. Workers therefore can work better and share more ideas (Armstrong (2006). This means competences can also assist sales persons to contribute to their personal development and understanding of what is required to effectively make more sales for the organization and finally increasing on sales performance.

Sales persons' skills like knowing how to negotiate with customers, knowing how to build trust with customers, knowing how to qualify prospects and assess their needs, good proposal writing skills, delivering a good sales presentation and knowing how to be resilient over objections and having the ability to win and close a sales deal will always put one in a position of increasing on a company's sales performance (Bigliardi *et al*, 2005).

Competences help in determining job performance standards in line with organization objectives which enhance sales performance (Schroeter 2008). Competences create continuous opportunities

for learning that encourage collaboration and team learning that enhance sales performance (Lennart, Sjoberg ; Patrick, Littorin. (2003). Therefore competences create conditions that promote inquiry, dialogue, and empowerment towards organizational collective vision of sales performance.

According to Verma (2006), competencies create an environment that fosters empowerment, accountability and performance evaluation, which are crucial for performance. Manna & Smith (2004) also note that competences help companies to evaluate sales performance of their employees in order to know their strengths and weaknesses before implementing any intervention. Therefore competences help in a sense that if sales persons are empowered, evaluated and know that they are accountable, they will put in more effort to increase sales performance.

Melaia, Abratt and Bick (2008) suggest that communication, interpersonal & persuasion competencies are important in job performance. Competences are vital in enhancing interpersonal effectiveness, relationship orientation, tolerance for stress, change, creativity and problem solving (Melaia, Abratt and Bick (2008). This means that understanding of these competences is important for improving employee's sales performance in organizations.

Competencies such as effective communication and networking help to build collaborative relationships with clients which are crucial for sales performance (Melaia, Abratt and Bick ,2008). These competences are used in consulting, advising, listening and acting on the specific needs and expectations of clients (Melaia, Abratt and Bick ,2008). This is key to attracting customers into buying company products thus improving sales performance.

Competences like planning help one to effectively overcome different challenges created by the stiff competition in the market (Shirazi & Mortazavi, 2009). Pepper (2006) also suggests that competences create a clear understanding of the changing competitive markets which is important for sales performance in organizations.

According to the American Society for Training & Development (2008), competences like coping with stress help sales persons to encounter and adjust to challenging and stressful situations in the course of sales related activities. It further states that sales persons with competences that enhance conflict and stress management, mediate and resolve prolonged or failed negotiations, and transform them into sales performance results. Manna & Smith (2004) suggest that in conditions where there are heated arguments and unprofessional behaviors, an effective sales person with the needed job competences sets an example by staying calm, composed and at the same time, decisive with a focus of winning the negotiations that enhances sales performance. Emotional and social skills are important requirements for a Sales person (Manna & Smith, 2004).

Armstrong (2006) suggests that competences can be attained through employee training and development. Such competences gained by trained employees enhance work performance through improved knowledge and skills. Pepper (2006) also argues that basic skills acquired through training are required by an effective sales person, he found seven basic skills required for an effective sales person. In his study, he revealed that salespersons should have a complete knowledge about a product, should be capable of identifying future prospects and should be approachable, with good presentation skills and should be aware of the techniques required for determining sales.

Del Rossa (2007) suggests that competences like being assertive and decisive help sales persons to solve technical problems and interpersonal conflicts in organizations; this in turn improves on sales performance. He further asserts that persuasiveness as a competence in this global economy is a key factor that underlies a sales person's quality to performance. In this case, a sales person with competences like persuasiveness can be able to influence potential clients into buying company products which increases an employee's sales performance. Garavan, Thomas, & McGuire, (2001) suggest that competent employees take responsibility like setting goals, handling different tasks and

carrying on negotiations in organizations. Sales persons with such competences therefore stand a higher chance of effecting sales performance in this competitive era.

Schwepker (2007) clarifies that a competent sales person who critically thinks, effectively communicates, makes decisions, convinces and acts, stands a chance to urgently satisfy specific needs of customers thus effecting sales performance. This implies that a sales person with such competences attracts more customers bringing in more sales to the organization since many customers including corporate firms are interested in buying from companies that deliver on time other than dealing with companies that take long without making decisions.

Kinni (2007) suggests that competences such as being responsive, proactive, effective communication, self motivation, negotiations, and decisiveness are important for sales performance. Kinni (2007) further suggests that if a sales person centers his or her focus on these competences, it will improve on his or her ability to make sales for the organization thus achieving sales performance.

Ingram, LaForge and Schwepker (2007) suggest that competences of ethical decision making incorporate sales performance as an outcome variable. (Ingram, 2007) further suggests that an individual's moral decision structure, which involves recognizing an ethical situation, making a moral judgment, and acting on that judgment, positively affects sales performance. In addition, competencies attained from training and development such as new skills help improve on sales through their application (Verma, 2006).

Competences show what Key Performance Indicators drive business results. Competences show how managers measure employee performance (Spicer, 2009) .Ulrich et. al, (2008) also agrees with Spicer, (2009) that competences are useful in performance management in terms of designing

performance-based measurements and reward systems and providing competitive benefit packages. This is crucial in enhancing sales performance.

Competencies are most important for training employees. These may include leadership, brand-selling techniques and product knowledge (Spicer 2009). Competences are used in training needs analysis, and understanding linking business objectives to job performance.

Competences are also important in employee succession planning. Competencies shows what employees require to move to the next level of responsibility (Spicer, 2009). Brownell (2006) also agrees with Spicer, (2009) that the use of competency approaches is one recognized method of achieving the development of the next generation of leaders, which is an important goal of HR professionals. This is crucial in enhancing sales performance.

Psychological contracts

The notion of the "psychological contract" was first coined by Argyris (1960) to refer to employer and employee expectations of the employment relationship, i.e. mutual obligations, values, expectations and aspirations that operate over and above the formal contract of employment. Since then there have been many attempts to develop and re-define this concept. Historically, the concept can be viewed as an extension of philosophical concepts of social contract theory (Schein, 1980; Roehling, 1997). The social contract, which deals with the origins of the state, supposes that individuals voluntarily consent to belonging to an organized society, with attendant constraints and rights.

Argyris (1960) used the concept to describe an implicit agreement between a group of employees and their supervisor. Other influential early writers such as Levinson, Price, Munden, and Solley (1962), used the concept to describe the set of expectations and obligations that individual employees spoke of when talking about their work experience. They identified a number of different types of employee expectations, held both consciously (for example expectations about

job performance, security, and financial rewards) and unconsciously (for example being looked after by the employer).

Roehling (2008) credits Levinson et al (1962) with explicitly recognizing the dynamic relationship of the psychological contract: contracts evolve or change over time as a result of changing needs and relationships on both the employee's and the employer's side. Schein (1965) emphasized the importance of the psychological contract concept in understanding and managing behavior in organizations. He argued that expectations may not be written into any formal agreement but operate powerfully as determinants of behavior. For example, an employer may expect a worker not to harm the company's public image, and an employee may expect not to be made redundant after many years of service (Levinson et al, 1962).

Recent developments in psychological contract theory are largely dominated by Rousseau (e.g. 1989; 1995; 2001). Rousseau argues that the psychological contract is promise-based and, over time, takes the form of a mental model or schema which is relatively stable and durable. Rousseau (2001) explicitly distinguished between conceptualizations at the level of the individual and at the level of the relationship, focusing in her theory on individual employees' subjective beliefs about their employment relationship. Crucially, the employer and employee may not agree about what the contract actually involves, which can lead to feelings that promises have been broken, or, as it is generally termed, the psychological contract has been violated.

Rousseau's (2001) conceptualizations of the psychological contract focuses on the employee's side of the contract so can be termed as a "one-way contract". However much recent work has focused on the employee's understanding of the explicit and implicit promises regarding the exchange of employee contributions (e.g. effort, loyalty, ability) for organizational inducements (e.g. pay, promotion, security) (Ans De Vos & Annelies Meganck, 2008).

Rousseau (2001) also distinguished between "relational contracts" which implicitly depend on trust, loyalty and job security, and "transactional contracts" where employees do not expect a long lasting relationship with their employer or organization, but instead view their employment as a transaction in which, for example, long hours and extra work are provided in exchange for high pay, training and development. It is important to recognize that researchers have used the concept of the psychological contract in a variety of different ways (Roehling, 2008).

Significant elements of all definitions of the psychological contract include: Incorporation of beliefs, values, expectations and aspirations of employer and employee, including beliefs about implicit promises and obligations, the extent to which these are perceived to be met or violated and the extent of trust within the relationship. These expectations are not necessarily made explicit. It can be regarded as the implicit deal between employers and employees. It implies fairness and good faith. An important aspect of the notion of a psychological contract is that it can be continually re-negotiated, changing with an individual's, and an organization's, expectations, and in shifting economic and social contexts. It is not static, but dynamic and shifting (Ans De Vos & Annelies Meganck, 2008).

Some, but not all, definitions of the psychological contract stress that it implies mutuality and reciprocity, based on the perceptions of both parties (employee and employer or its agent e.g. managers) (Cassar, Briner, 2009). The notion of mutuality, however can be problematic, especially where there is a large power differential between contractors. This allows for the emergence of multiple psychological contracts, some of which may be rather one-sided rather than mutual, with employees not able to include their expectations and hopes. For example, when employees feel constrained in what they can expect from employers, due to factors such as job insecurity, they may

develop what have been termed "compliance contracts" (Cassar, Briner, 2009). This implies a mutual understanding that employees will do whatever is necessary to retain their jobs. It is a pragmatic response that does not involve loyalty on either side.

2.2 Relationship between psychological contracts and sales performance

An employee with a psychological contract that creates an obligation to improve job performance is more likely to take on different strategies to enhance job performance than those without a psychological commitment (Turnley & Feldman, 2003). Thus the enforcement of psychological contracts enhances sales performance through commitment from employees who are expected to completely invest themselves towards achieving the company's objectives of making sales. This is crucial in influencing employees towards sales performance.

Psychological contracts manifested in form of an individual belief, shaped by the organization regarding terms of the agreement between the individual and the organization, have the purpose of self-fulfilling prophecies (Rousseau, 2001). These create future people, who make and keep their commitment, and achieve organizational plans because their actions are readily specified and predictable both to others as well as themselves (Shapiro, Jacqueline, and Kessler 2008). This implies that when employers and employees develop shared understandings and reliance on their commitments, psychological contracts can become realized as self-fulfilling prophecies reflecting anticipated future exchanges, making both the sales person and organizations more productive and their interactions more mutually supportive and constructive leading to improved sales performance.

Rousseau (2001) states that a psychological contract with a transactional orientation focuses upon short-term, largely financial benefits to the employee. Employees with such contracts will concentrate on distributive outcomes basing on their contracts therefore, loyalty and commitment to the organization, thus leading to performance in response to the enforced contracts. Therefore, this

implies that such contracts will as a result lead to accumulated sales performance since the employees are comfortable with the organization and concentrate on their objective of making sales.

Ugboro & Obeng (2001) suggest that Psychological contracts create conditions of mutual trust and freedom between employees and the organization to work independently and voluntarily to bring about work satisfaction to the employee. They further suggest that this motivates employees by making them feel part of the company and have a sense of organizational belonging which enhances performance since employees feel an obligation to pay back to the company. This is very important for sales persons in the sense that it enhances sales performance if they are motivated and obligated to work with the organization.

Kin (2006) states that employee's emotional and psychological attachment may contribute to the achievement of policy objectives of an organization. Similarly, Rousseau (2001) states that when a supervisor discharges the organization's legal, moral and financial responsibilities and how he/she upholds the psychological employee-employer contract significantly influences job performance. This implies that when sales persons and employers agree on the terms of the contract, their future exchanges develop into actions predictable by each party, facilitating planning, coordination, and effective sales performance. This agreement becomes manifest in the degree of mutuality and reciprocity between the parties to a psychological contract. In the context of psychological contract, mutuality describes the degree to which the two parties agree on their interpretations of promises and commitments each party has made and accepted (Dabos 2004).

Millward and Hopkins (2001) established that when employees view their relationship as based primarily on economic exchange, they will meet the terms of the agreement and will perform at the minimum required level. Accordingly, they are more likely to put in extra effort, use their judgment to facilitate quality problem solving, and perform to their expectations, because they trust that their

employer will notice the contributions and reciprocate at some time in the future which in the end will bring in more sales thus enhancing job performance (Wat & Shaffer 2005). Turnley & Feldman (2003) found out in a similar study that psychological contract violations are likely to lead to reduced willingness to engage in voluntary decision making and increased neglect of duties which reduce on work performance. This means that if psychological contracts between the sales persons and employers are not violated, there will be a willingness to work and bring a bout successful sales performance.

Cassar & Briner, (2009) brought in another dimension concerning breach of the psychological contract in terms of monitoring the work of employees. They argue that much as monitoring may serve a positive function by communicating information concerning the importance of particular tasks, if monitoring is done to the extreme, it results into negative forms of employee behavior. This is because observing employees at work or keeping track of their work progress could cause employees to exhibit poor job attitudes, minimal levels of effort leading to diminished job performance, or both. In this sense, the psychological contract, built on mutual trust, existing between the employee and the supervisor, has been broken by uncalled for work monitoring. Therefore, the employee sees no reason why he or she should put out the maximum effort that would result in increased sales performance.

Workers and employers typically strive to maintain a fair balance in the reciprocal inducements and contributions each has offered the other. When one party's contributions generate an imbalance in the relationship, the indebted party experiences feelings of obligation to the other and seeks to reciprocate as a means of restoring the balance (Dyne 2001). This implies that failure to reciprocate the other party's actions reduces the standards of sales performance.

Winter (2006) states that the psychological contract derived from long term membership and participation in the organization like in family, run organizations where ‘trusted and loyal’ employees manage most of the senior managerial or supervisory work, encourage employees to be obligated and remain in employment with the organization and do what is required to keep the job going. The employer also fulfills his obligation by providing stable remuneration, long term job security and steady career growth. The employee is obligated to be loyal to the organization and support the objectives, needs and interests of the organization like of maintaining or improving work performance (Winter, 2006).

This means that once the employer fulfills his part of the obligation in the psychological contract by ensuring the well-being of the employees and their families, the employee or group members will try to perform beyond what they are expected, thus leading to increased sales performance

Winter (2006), emphasizes that psychological contract terms such as incentive pay and well specified performance levels tend to go together, as do loyalty and concern for employees well – being. This also implies that when such terms are maintained and fulfilled, sales persons will put in a lot of effort to make more sales for the organization.

Maguire, (2003) suggests that performance will be realized if there is a good reward system of compensation and a good relationship between the employee and employer. Thus the psychological contracts enforced with good reward and remuneration packages like salary, incentives, bonuses and benefit encourage employees with the opportunity to serve beyond their job description, gain professional expertise, and cultivate core competences across functional groupings which result into improved sales performance for the organization.

Wagner (2006) suggests that if the psychological contract is enforced by loyalty within organizations, there will be willingness to teach, learn and self sacrifice. He adds that these

psychological contracts create the basis of individual motivation as well as a signal to employees that management is committed to them which create employee's commitment to perform. Therefore if the psychological contract is enforced with loyalty, sales people will develop trust and concentrate on their goals of making more sales for the organizations.

Janet Smithson & Susan Lewis, (2004) suggest that the psychological contract involving social expectations, like balancing between work and family, flexible working hours especially due to the expansion of the female workforce has created tremendous concerns regarding issues surrounding workers to reduce work family conflicts. They further suggest that if an employee's work-family affairs are balanced, he or she will be more committed and focused to perform in order for the organization to survive. This implies that if the employer has designed favorable work shifts and flexible work arrangements, employees will be productive and their levels of sales performance will increase.

Psychological contracts with expectations of self development through training to attain skills, motivates employees to perform (Winter, 2006). Winter also argues that the best promise employers can give to their staff, particularly in the current era when organizations come and go, change shape or change sides rapidly is to enhance employee's skills, and facilitate them through other tasks and assignments in order to achieve performance. Systematic training and development will enhance performance through the application of new acquired skills (Haslinda, 2009). Therefore when employers train workers to show that they value their contribution to the organization, it helps them improve on their roles by applying the skills and techniques they learnt from training and finally registering more sales.

The psychological contract empowered with good communication, helps workers correctly interpret what the organization has to offer which is in line with their expectations and organizations

correctly understand what workers expectations are (Rousseau,1999). Sharing information about strategic goals and intentions in the market with all employees, increases their commitment and ability to penetrate through the market (Rondinelli , 2001). Therefore, if sales people in an organization with a culture of genuine openness probably will stand a chance of improving on the company sales.

If a psychological contract is empowered with faith in organizations, employees will stake their trust and rely on the promises that organizations make to them. This will in turn motivate employees to work hard and perform for the company (Appelbaum, 2001). Therefore trust is crucial for sales performance to be achieved and if the bond is strong, commitment will be high too.

Schein (1965) acknowledged that the psychological contracts can influence behavior, which enhances job performance. Organizations now implicitly use the psychological contract to influence and shape an organization's behavior and, in turn, business performance. This implies that the use of psychological contracts can influence sales performance.

Rousseau (2001) suggests that in a psychological contract, partners (equivalent to employees) are expected to focus specifically on serving customers and they can expect to share in the success of the business which arises from this. The important feature of the psychological contracts operated by Rousseau (2001) is that there is a clear commitment to provide a payback to employees when their focus on the customer bears fruit. This clearly shows that the use of psychological contracts is important in enhancing sales performance. The function of the psychological contract is reduction of insecurity. In as much as all possible aspects of the employment relationship cannot be addressed in a formal, written contract, the psychological contract fills the gaps in the relationship (Van den Brande et al., 2002).

Furthermore, the psychological contract shapes behavior in a way that employees weigh their obligations towards the organization against the obligations of the organization towards them and adjust their behavior on the basis of critical outcomes. Finally, the psychological contract gives employees a feeling of influence on what happens to them in the organization (Van den Brande et al., 2002). Therefore organizations that protect themselves from the negative effects of contract violations by establishing a reputation of trust, support and fairness enhance employee's job performance. In this case, if an organization has generally treated its employees well, has kept its promises and treated them fairly, sales performance will be realized.

Turnley, William and Feldman (2004), suggest that employees enter a contract with expectations of job security. Aquino & Scott (2004) also suggest that psychological contracts enforced by counseling and training for survivors involved in unstable working conditions like restructuring, downsizing and reorganization or even competitive markets are key factors in maintaining performance. This implies that counseling the survivors will make them feel part of the organization which is a very crucial factor for sales performance to be achieved. Reward strategies may also be used to rebuild commitment for survivors in downsizing organizations in order to maintain sales (Smithson, 2000).

Turnley & Feldman (2003) also state that during changes and transitions like company mergers and acquisition, downsizing as well as related state of uncertainties in work life that are in contradiction with a previously established arrangement or psychological contract the employee develops mistrust in the organization's motives and is unsure of job security and career advancements.

Turnley & Feldman (2003) also suggest that organizations may also mistrust the motives of the employee and may hide important information from the employee which would have probably been used to improve on employee performance. The employee is uncertain about his future obligations to the organization. The organization may also deny ensuring employment guarantee to the employee. If not managed, in this psychological contract, the employee may continue to receive ambiguous communication from the organization and become confused as to whether his contributions would elicit adequate compensation from the organization. In such circumstances, the result will be for the employee to hold back even the little they should have done that is beyond what they are required to do and in the end would reduce on their morale thus reducing on their levels of sales performance.

In psychological contracts, when workers voluntarily consent to a contract and its terms because they expect the interpretation to be mutual, commitment to the contract and to the organization will be high because they willingly entered the contract and so they are comfortable with the terms (Edwards, Rust, McKinley & Moon, 2003). This implies that once new contract's terms are accepted, communicated and understood, employees will have the freedom to make decisions of their own choices with an aim of achieving their goals like of improving on the organization's sales performance.

Psychological contracts that consider the shift towards decentralization and empowerment are essential for work performance (Rousseau, 2001). Such psychological contracts bring about freedom for making decisions faster rather than following hierarchies that would slow the process (Seeck, 2008). This means that if sales persons are given the freedom to make decisions, it will increase on the level of being decisive on issues of making sales thus increasing on their sales performance.

Psychological contracts like involving workers and maintaining status quo can be another way of relating to employees and bringing them closer to vital sources of information (Kidwell, 2003). Therefore if a sales person is involved in active information search and decision making concerning the company, it will increase his or her morale in becoming more effective thus accumulating sales for the organization since there would be less rebellion to changes in the contract when all employees are involved.

Flaherty (2008) states that in a balanced psychological contract that involves a dynamic and open-ended employment engagement pre-conditioned on business success of the employer and the employee's opportunities to develop skills and opportunities for career advancement based on skills and performance, both the employee and organization contribute to each other's development which improves on the job performance of the organizations. Rewards to workers are based upon performance and contributions to the organization's business success or competitive advantages, particularly in the face of changing business environment. This implies that in most of the public owned and professionally managed organizations the use of the balanced psychological contract can enhance sales performance.

Rousseau (2001) states that if an employee is obligated to constantly develop marketable skills and make him or herself employable and the employer too is obligated to enhance the employee's long term employability both inside the organization and outside in the job market, the company will realize a conducive work environment and job performance will be enhanced. This implies that if sales persons are obligated to develop skills required by the employer in continuously changing business environment so as to compete favorably, and the employer is in turn obligated to provide career development opportunities inside the organization so as for its employees to feel motivated and work hard, the level of sales performance will be increased. This is because the employee will

also be obligated to successfully perform newer and more demanding organizational tasks which are changing in nature thus having a competitive advantage to make more sales.

2.3 Conclusion

There is no doubt that increasing competition and changing expectations among employees have prompted a growing disillusionment with the psychological contract based on lifetime employment and steady promotion from within (Rousseau, 2001). Consequently, companies must develop new ways to increase the loyalty and commitment of employees if they are to achieve sales performance (Aquino, 2004). For instance, given the pressure to do things better, faster and cheaper, reward systems should recognize contribution in order to motivate employees to make sales (Kidwell, 2003). Reward strategies may also be used to rebuild commitment for survivors in downsizing organizations. In addition, considering the shift towards decentralization and empowerment, it is essential that individuals and groups are given more responsibility making sales decisions, will enhance sales performance (Reinhard Bachmann, 2004).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This section highlighted the methodological aspects that were used to conduct the study on salespersons' competences, psychological contracts and sales performance. It looked at the research design, study population and sample size, measurement of Variables, research procedure, reliability and validity of research tools and data collection process and analysis.

3.1 Research Design

The study was a cross sectional survey design. The quantitative method of data collection was used and guided by a structured questionnaire.

3.2 The Study Population

The study population was based on salespersons from banks, telecommunication companies, the printing industry and automobile companies in the central parts of Uganda using a Convenience sampling design. This was because it was from those companies that the researcher expected to get a bulk of sales representatives.

3.3 Sample Size.

A total of 350 questionnaires were distributed of which 269 were found useful. This is in line with Roscoe's (1975) rule of thumb for estimating sample size. Roscoe suggests that a sample between 30 and 500 is appropriate for most studies. This is based on the limitation of finding information on the number of organization that use sales people or the total population of sales people in central parts of Uganda to act as the basis for determining the sample size. The researcher used data

collected from banks, telecommunication, the Printing industry and automobile companies that use salespersons in the central parts of Uganda. These companies were selected because they have many sales persons.

3.4 Instruments of Data collection

The main instrument of data collection was a structured questionnaire to get primary data from individual respondents and an interview guide where necessary to support it. The Convenience sampling technique was also used with questionnaires administered to examine the relationship between salespersons' competences, psychological contracts and sales performance.

3.5 Measurement of Variables

Competences were captured using the competence profiles by the PILA model (Munene, 1997), where respondents were required to state whom they interacted with, their content of discussion, difficult decisions they make, frequent problems encountered and flexibility exhibited in their jobs. From these competency profiles I was able to develop a self administered questionnaire where skills, knowledge and experience of selected salespersons were measured on a four point Likert scale ranging from this is very much like me as response 1 to this is very unlike me as response 4 developed under the guidance of my supervisor.

Psychological Contract was measured using Rosseau's 1996 measure, of a five points likert scale. For example working for this organization does not allow me to meet my social economic obligation, there are little opportunities for promotion in this organization basing on your performance. These range from strongly agree (1) to strongly disagree (5).

Sales performance was measured by using a four dimensional scale developed by Behram and Perreault, 1982; Cravens et al., 1993). For example s/he makes sales that contribute to a high market share for the company; s/he makes sales of those products/services with highest profit margin. It ranges from this is very much like her/him to this very unlike her/him.

3.6 Control Variables

Sales literature indicates that Demographic variables affect sales performance. Therefore there is a need to control the variables. This is supported by Brashear, Bellenger, Ingram, and Barksdale (1997) who stated that age, marital status and education are variables that influence sales performance. The results of the Regression models were analyzed on the basis of the Hierarchical regression analysis to control for the effect of Demographic variables.

To examine the effect of independent variables on the dependent variables in their order of importance, the researcher built 3 models: In Model 1, the researcher controlled for the effect of the Demographics, in model 2, the researcher entered Sales person's competences, while in model 3, Psychological Contracts variable was entered to find out their effect on sales performance.

3.7 Reliability of the instruments

To ascertain the reliability of the research instrument (questionnaire), the researcher administered questionnaires. Reliability of the instrument was ascertained using Cronbach Coefficient Alpha (Chronbach, 1946).

3.7.1 Reliability analysis

Table 1: Cronbach's Coefficient Alpha Test

Variable	Cronbach's alpha	N(Number of Items)
Operant competences	.929	35
Key personal competences	.651	37
Salesperson's competences	.935	38
Psychological Contract	.871	18
Sales performance	.701	10

Source: Primary data

The Alpha Coefficients for Operant Competences was 0.92, Key Personal Competences was 0.65, Sales person's competences were 0.93, Psychological Contracts was 0.87 and finally, Sales Performance was 0.70. All the variables had the Alpha Coefficients above 0.5 indicating that the Likert scales used to measure the variables were consistent and reliable.

3.8 Research Procedure

The researcher obtained an introduction letter from the Graduate Research Centre, Makerere University Business School that enabled him to get permission to collect data from various organizations. The researcher then visited the selected respondents at their various organizations for the administration of the questionnaires. After all questionnaires were received, responses from these questionnaires were then compiled, coded and analyzed for the final report.

3.7 Data Collection Process and Data Analysis.

The Researcher used structured questionnaires to collect primary data from various respondents who were salespersons from banks, telecommunication, printing and automobile companies. Secondary data was obtained from journals and any other relevant literature review to provide a basis for interpretation of responses.

The researcher also used a Pearson correlation to test for the relationships between the study variables as shown in the conceptual framework and a regression analysis too was used to measure the variance in sales performance as a result of competences and psychological contracts. In order to ensure completeness, accuracy and consistency, data was coded, edited and entered into the computer through the statistical package for social scientists (SPSS) package for analysis and finally ANOVA tests were included to establish the relationships between the study variables.

3.9 Limitation of the Study

- 1) The researcher faced a problem with some respondents who were not willing to share their true responses to socially sensitive questions about their perception of appraisal. The researcher managed to get information only after presenting an introductory letter from the Graduate Research Centre introducing him as a student.
- 2) Respondents were reluctant to respond to questionnaires and this caused a delay in the research process. However, setting deadlines for collecting the filled in questionnaires solved this problem.

- 3) Some supervisors were not willing to give responses about sales performance of their subordinates in the department arguing that it would make them biased. However to solve this, the researcher had to convince the supervisors that the study was for academic purposes only.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter addresses issues on data presentation, analysis and interpretation of results from the research study. The study was carried out to examine the relationship between Competences, Psychological contracts and Sales performance in Banks, Telecommunications, Printing and Automobile companies in central Uganda. To achieve the purpose of the study, two research objectives were formulated;

- a) To determine the relationship between sales person's competences and sales performance.
- b) To determine the relationship between psychological contracts and sales performance.

The chapter covers data presentation based on the background information, analysis of the variables, and lastly, determining the relationship between the variables. Descriptive statistics and Pearson's correlation coefficient were used for analysis.

4.1 Demographic characteristics of the sample.

This section provides background information about the respondents using cross tabulation. The demographics presented in this section include age, sex, education level and marital status of sales persons in banks, telecom companies, automobile and Printing firms. The table below shows the distribution of respondents by their age.

4.1.2 Distribution of Age by Sector.

According to table 2 below, the findings of the study show that out of 269 respondents, the majority were aged between 25-34 years who were 173 (64.3%), followed by those aged between 20-24 years who were 75 (27.9%) and the least were aged between 35- 49 years and were 21(7.8%). From the research findings, those aged between 20-24 years, were the majority and were from the printing sector 53.3%, followed by those from the banking sector 28.0%, while the Telecommunication sector were 13.3% and the least were from the Automobile sector 5.3%. For those aged between 25-

34, the majority were from the banking sector 42.8% followed by those from the printing sector 35.3% while the Telecommunication sector were 16.8% and the least were from the Automobile sector 5.2%. For those between 35-49 years, the majority were from the printing sector 52.4%, followed by those from the banking sector 33.3% while the telecommunication sector were 4.8% and the least were from the Automobile sector 9.5%.

Table 2: Distribution of Sector by Age.

			Sector				Total
			Banks	Telecommunications	Printing	Automobile	
Age	20-24	Count	21	10	40	4	75
		ROW	28.0%	13.3%	53.3%	5.3%	100.0%
		COLUMN	20.6%	25.0%	35.7%	26.7%	27.9%
		% of Total	7.8%	3.7%	14.9%	1.5%	27.9%
	25-34	Count	74	29	61	9	173
		ROW	42.8%	16.8%	35.3%	5.2%	100.0%
		COLUMN	72.5%	72.5%	54.5%	60.0%	64.3%
		% of Total	27.5%	10.8%	22.7%	3.3%	64.3%
	35-49	Count	7	1	11	2	21
		ROW	33.3%	4.8%	52.4%	9.5%	100.0%
		COLUMN	6.9%	2.5%	9.8%	13.3%	7.8%
		% of Total	2.6%	.4%	4.1%	.7%	7.8%
Total	Count	102	40	112	15	269	
	ROW	37.9%	14.9%	41.6%	5.6%	100.0%	
	COLUMN	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	37.9%	14.9%	41.6%	5.6%	100.0%	

Pearson Chi-Square=10.491(a) df=6 Sig.=.105

Source: Primary data

4.1.3 Distribution of Education Level by Age.

Table 3 below shows that according to the findings of the study, out of 269 respondent, the majority were aged between 25-34 years (130), followed by those aged between 20-24 years (71) and the least were aged between 35- 49 years (68). For the respondents aged between 20-24 years, the majority had bachelor's degree 59.2% followed by those with Secondary /advanced level 32.4% and the least number had not studied/primary level 1.4%. For those aged between 25-34 years, the majority had bachelor's degree 70.0% followed by those with others 15.4%, Secondary level /Advanced level were 13.8% and primary or not studied were .8%. The respondents aged between

35-49 years, Bachelors’ degree holders were the majority 65.8% followed by those with other qualifications 13.8%. The secondary/ advanced level were 19.3% and the least had primary level or had not studied with 1.1%.

Table 3: Distribution of Education Level by Age.

		Education Level				Total	
		Not Studied- Primary Level	Secondary Level- Advanced Level	Bachelor's Degree	Others		
Age	20-24	Count	1	23	42	5	71
		ROW	1.4%	32.4%	59.2%	7.0%	100.0%
		COLUMN	33.3%	44.2%	23.7%	13.5%	26.4%
		% of Total	.4%	8.6%	15.6%	1.9%	26.4%
25-34		Count	1	18	91	20	130
		ROW	.8%	13.8%	70.0%	15.4%	100.0%
		COLUMN	33.3%	34.6%	51.4%	54.1%	48.3%
		% of Total	.4%	6.7%	33.8%	7.4%	48.3%
35-49		Count	1	11	44	12	68
		ROW	1.5%	16.2%	64.7%	17.6%	100.0%
		COLUMN	33.3%	21.2%	24.9%	32.4%	25.3%
		% of Total	.4%	4.1%	16.4%	4.5%	25.3%
Total		Count	3	52	177	37	269
		ROW	1.1%	19.3%	65.8%	13.8%	100.0%
		COLUMN	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	1.1%	19.3%	65.8%	13.8%	100.0%

Pearson Chi-Square=13.076 df=6 Sig. =.042

Source: Primary data

4.1.4 Distribution of Marital status by Age

In table 4 below, the findings of the study show that out of 269 respondents, the majority were aged between 25-34 years (173), followed by those aged between 20-24 years (75) and the least aged between 35- 49 years (21). For those aged between (20-24), the majority were the singles 77.3% followed by the married 21.3% and the least were others 1.3%. For those aged between (25-34), the majority were singles 48.6% followed by the married 42.2% and the least were others 9.2%. For the ones aged between (35-49), the majority were married 57.1% followed by the others 23.8% and the least were the singles 19.0%.

Table4: Distribution of Marital status by Age

			Status			Total
			Single	Married	Other	
Age	20-24	Count	58	16	1	75
		ROW	77.3%	21.3%	1.3%	100.0%
		COLUMN	39.7%	15.8%	4.5%	27.9%
		% of Total	21.6%	5.9%	.4%	27.9%
	25-34	Count	84	73	16	173
		ROW	48.6%	42.2%	9.2%	100.0%
		COLUMN	57.5%	72.3%	72.7%	64.3%
		% of Total	31.2%	27.1%	5.9%	64.3%
	35-49	Count	4	12	5	21
		ROW	19.0%	57.1%	23.8%	100.0%
		COLUMN	2.7%	11.9%	22.7%	7.8%
		% of Total	1.5%	4.5%	1.9%	7.8%
Total	Count	146	101	22	269	
	ROW	54.3%	37.5%	8.2%	100.0%	
	COLUMN	100.0%	100.0%	100.0%	100.0%	
	% of Total	54.3%	37.5%	8.2%	100.0%	

Pearson Chi-Square=32.399(a df=4 Sig.=.000)

Source: Primary data

4.2 Relationship between the study variables.

In this section, the findings address the research objectives. Pearson correlation coefficient was used to determine the relationship between the study variables. This section contains a presentation of results establishing the relationship between the study variables in relation to the two objectives. This test was used to show the relationship between sales person’s competences, psychological contracts and sales performance. Below is the interpretation of the results. Results are also tabulated in table 5 below

4.2.1 Objective 1: Competences and sales performance.

The results in Table 5 indicated a significant positive correlation between Operant Competences and Sales Performance ($r = .526, p < 0.01$). It also observed that Key personal competences were also significantly and positively related to sales performance ($r = .401, p < 0.01$) and competences were positively significantly related to sales performance. ($r = .497, p < 0.01$). These results show that competences have a positive effect on sales performance. This suggests that companies should

prioritize education and development programs for salespersons to develop their competencies like knowledge, skills and self-concept competencies which can be attained through appropriate training and development.

Table 5: Pearson Correlations

	Operant Competencies	Key Personal Competencies	Sales Person Competencies	Psychological Contract	Sales performance
Operant Competencies	1				
Key Personal Competencies	.671**	1			
Sales Person Competencies	.889**	.936**	1		
Psychological Contract	.274**	.201**	.254**	1	
Sales performance	.526**	.401**	.497**	.313**	1

**Correlation significant at the 0.01 level (2-tailed). (n=268-269)

Source: Primary data

4.2.2 Objective 2: Psychological contract and sales performance

The results in table 5 above also indicated a significant positive correlation between Psychological Contracts and Sales Performance ($r = .313, p < 0.01$). These results show that psychological contracts also had a significant positive effect on sales performance which implies that companies should create an environment that will enhance psychological contracts thus influencing sales performance.

4.3 Predicting Sales Performance

Hierarchical regression analysis was used to predict Sales performance using sales person's competences and psychological contracts. Regression analysis was used to examine the degree to which the predictor variables; sales person's competences and psychological contracts contribute to sales performance.

Table 6 below shows that out of the four (4) demographic variables entered in model 1, Sector was the most significant in Sales performance accounting for 11.2 % of the variance. The overall model was significant at 1% level (.001). In model 2 when sales person competences were entered alongside the demographic variables, the overall predictor improved from 11.2% to 28.1% implying that Sales person's competences contributed 16.9% of the variance in Sales performance (Beta = 0.436, $p < 0.01$) and ΔR^2 is 0.169 or 16.9%. This means that competences in the prediction of sales performance contribute 16.9% and are the most significant predictors of sales performance.

In model 3 the results predicted that Psychological contracts were also significant contributing 1.5 % of the (29.6%) variance in sales performance (Beta = 0.164, $p < 0.05$). In model 3 results show that Sector, Age, competences and psychological contracts were all significant. The results show that marital status was not significant to sales performance. This implies that when sales persons are still single their performance is higher than when they are married.

Table 6 below also shows results of a colinearity test. The findings revealed that the VIF was less than 2, meaning that the data had no problem with co linearity. This is in agreement with Field who suggests that VIF is supposed to be less 4 (e.g. $VIF < 4$; Field, 2005).

Tables 6: Hierarchical regression analysis with sales performance as a dependent variable

Variables	Model 1		Model 2		Model 3		Tolerance	VIF
	Beta	Std. Error	Beta	Std. Error	Beta	Std. Error		
(Constant)	3.686**	.127	2.807**	.167	2.609* *	.179		
Age Bracket	.111	.017	.125*	.015	.139*	.015	.866	1.155
Education Level	.013	.021	.032	.019	.014	.019	.949	1.053
Marital status	-.093	.030	-.031	.028	-.039	.027	.846	1.183
sector	.273**	.021	.151*	.020	.135*	.020	.969	1.032
Sales Person Competencies			.436**	.038	.403**	.038	.888	1.126
Psychological Contract					.164*	.027	.926	1.080
R	.335		.530		.544	na	na	na
R Square	.112		.281		.296	na	na	na
Adjusted R Square	.096		.265		.277	na	na	na
F- stastics	7.081		17.467		16.333	na	na	na
R ² Change	.112		.169		.015	na	na	na
F Change	7.081		52.500		4.626	na	na	na
Sig. F Change	.000		.000		.033	na	na	na
Note: standardized regression coefficients are reported, n=269, n/a = not applicable.								
**Regression is significant at the 0.01 level, * Regression is significant at the 0.05 level.								

Source: Primary data

4.6 Other Findings

The researcher carried out an ANOVA test to find out the effect of age, sector, education, marital status on the variables.

4.6.1 ANOVA TEST for Respondents' Age by Variables

Table 7 below shows that there was a significance difference in the perception of sales performance among sales people of different age categories. $F(2, 269) = 3.432, p = .034$. The findings show that the sales people within the various age categories perceive sales performance differently. The findings show that there was no significant difference in the perception of Sales person's competences among sales people of different age categories, $F(2, 269) = .942, p = .391$, and lastly the table shows that there was no significant difference in the perception of Psychological contracts among sales people of different age categories, $F(2, 269) = .504, p = .605$. For sales person competences and psychological contracts, there is no significant difference between variables among sales people of different age categories. This means that age does not influence competences and psychological contracts in this study.

This is shown in table 8 below.

Table 7: ANOVA TEST for Respondents' Age by Variables

Variable	Age	N	Mean	df	f	Sig.
Sales Person Competencies	20-24	75	2.8483	2	.942	.391
	25-34	173	2.9264			
	35-49	21	2.7897			
	Total	269	2.8939			
Psychological Contract	20-24	75	3.0496	2	.504	.605
	25-34	173	3.1529			
	35-49	21	3.0688			
	Total	269	3.1175			
Sales performance	20-24	75	3.3387	2	3.432	.034
	25-34	172	3.3927			
	35-49	21	3.1976			
	Total	268	3.3623			

Source: Primary data

4.6.2 ANOVA TEST for Respondents, Education Level by Variable

Tables 8 below shows that the results of the findings show that there was no significant difference in the perception of sales person's competences among sales persons of the different qualification categories, $F(3, 269) = .329, p = .804$. The results of the findings also show that there was no significant difference in the perception of Psychological Contracts among sales people of different qualification categories, $F(3, 269) = .146, p = .932$ and lastly the results of the findings show that there was no significant difference in the perception of Sales performance among sales people of the different qualification categories, $F(3, 269) = .624, p = .600$.

Table 8: ANOVA TEST for Respondents, Education Level by Variable

Variable	Education level	N	Mean	df	f	Sig.
Sales Person Competencies	Not Studied-Primary Level	4	3.0729	3	.329	.804
	Secondary Level-Advanced Level	47	2.8590			
	Bachelor's Degree	186	2.8889			
	Others(Professional qualifications/Masters Degree)	32	2.9523			
	Total	269	2.8939			
Psychological Contract	Not Studied-Primary Level	4	3.2639	3	.146	.932
	Secondary Level-Advanced Level	47	3.0733			
	Bachelor's Degree	186	3.1323			
	Others(Professional qualifications/Masters Degree)	32	3.0781			
	Total	269	3.1175			
Sales performance	Not Studied-Primary Level	4	3.3000	3	.624	.600
	Secondary Level-Advanced Level	47	3.3043			
	Bachelor's Degree	185	3.3759			
	Others(Professional qualifications/Masters Degree)	32	3.3766			
	Total	268	3.3623			

Source: Primary data

4.6.3 ANOVA TEST for Respondents' Marital status by Variable

Table 10 below shows that there was a significant difference in the perceptions of Sales person's competences among salespeople of different marital status categories $F(2, 269) = 5.561, p < .004$. The table below also shows that there was a significant difference in the perception of sales performance among sales people of different marital status categories, $F(2, 269) = 6.113, p < 0.05$. There was no significant difference in the perceptions of Psychological contracts among salespeople of different marital status categories $F(2, 269) = .816, p = .443$. The table shows that marital status effect competences and sales performance. The table below also shows that marital status does not effect psychological contracts. This implies that whether married, widowed or single, they all have the same perception on the variables.

Table 9: ANOVA TEST for Respondents' Marital status by Variable

Variable	Marital Status	N	Mean	df	f	Sig.
Sales Person Competencies	Single	146	2.9902	2	5.561	.004
	Married	101	2.8017			
	Other(Divorced, Widow, Widower)	22	2.6787			
	Total	269	2.8939			
Psychological Contract	Single	146	3.1556	2	.816	.443
	Married	101	3.0418			
	Other(Divorced, Widow, Widower)	22	3.2121			
	Total	269	3.1175			
Sales performance	Single	146	3.4271	2	6.113	.003
	Married	100	3.2830			
	Other(Divorced, Widow, Widower)	22	3.2932			
	Total	268	3.3623			

Source: Primary data

4.6.4 ANOVA TEST for Respondents' from different sectors by Variable

The findings in table 11 below show that there is a significant difference between the perception of sales person's competences among sales persons of different sectors, $F(3, 269) = 20.950, p < 0.01$.

The table below also shows that there is a significant difference in the perception of Psychological Contracts among sales persons of different sectors, $F(3, 269) = 3.666, p = .013$ and lastly the table below shows that there is a significant difference in the perception of Sales performance among sales people of different sectors and $F(2, 269) = 18.084, p < 0.01$. This means that respondents of different sectors perceive competences, psychological contracts and sales performance differently.

Table 10: ANOVA TEST for Respondents' from different sectors by Variable

Variable	Sector	N	Mean	df	f	Sig.
Sales Person Competencies	Banks	102	3.0523	3	20.950	.000
	telecommunications	40	3.2444			
	Printing	112	2.6274			
	Automobile	15	2.8731			
	Total	269	2.8939			
Psychological Contract	Banks	102	3.2440	3	3.666	.013
	telecommunications	40	3.3042			
	Printing	112	2.9439			
	Automobile	15	3.0556			
	Total	269	3.1175			
Sales performance	Banks	102	3.4333	3	18.084	.000
	telecommunications	40	3.6050			
	Printing	111	3.2203			
	Automobile	15	3.2833			
	Total	268	3.3623			

Source: Primary data

CHAPTER FIVE

DISCUSSIONS OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The purpose of the study was to investigate the relationship between competences, psychological contracts and sales performance among sales persons in organisations. This chapter presents a discussion of results obtained as presented in chapter four in respect of the study objectives and review of literature. The chapter is divided into 3 sections: the

Demographic characteristics of the respondents, discussion on the relationship between the study variables as stated in the study objectives and the analysis of the difference in mean scores as a result of the ANOVA tests. Finally, conclusion and recommendations are also included in this section.

The findings of the study show that competencies and Psychological contracts improve on sales performance. Model 2 shows that the significant predictor of sales performance is Competencies.

The results in model 3 show that Sales person's competencies and psychological contracts contribute to sales performance. This is supported by the literature below.

Competences enable workers to know the process that they need to go through to get each of their tasks or jobs accomplished. This helps them manage and control sales performance (Brophy & Kelly, 2002). The analysis of competences involves what someone has to know and understand (knowledge competences) as well as what the role holder has to be able to do and the behavior that is needed to convert the inputs of knowledge and skill into outputs and outcomes. This is done bearing in mind that it is not the knowledge and skills that matter but rather the application of knowledge and skills that contribute to sales performance (Armstrong, 2000).

Competent sales persons characterized by being responsive, proactive, effective communicators, self motivated, negotiators, and decisive are more customer-focused which improves sales

performance (Drucker, 1999). Garavan (2001) argues that industries today need employees with competences that create reflection on past sales experiences to form a learning base that can be used to promote innovation and change to enhance future sales performance. He also asserts that such skills of reflection help in avoiding unnecessary mistakes that could have been felt in the past and creates an opportunity of making more sales. Employees with competences like the ability to scan business environments usually formulate strategies and stand an advantage over other competitors in the market (Miller, 2001). Such competences play a classic sales role. To function effectively in the role requires the ability to recognize and envision in order to take on sales opportunities which has been referred to as the core of making sales (Kettinger, 2004).

Ingram, LaForge and Schwepker (2007) suggest that competences of ethical decision making incorporate sales performance as an outcome variable. Ingram, (2007) further suggests that an individual's moral decision structure, which involves recognizing an ethical situation, making a moral judgment, and acting on that judgment, positively affects sales performance. In addition, competencies attained from training and development such as new skills help improve on sales performance through their application (Verma, 2006). This is in line with the results of the study which show that competences are related sales performance.

From the results it can further be deduced that Psychological contracts contribute to sales performance. This supports the two research questions and is in line with the study done by Guest et al (2001), which suggest that the strength of the psychological contract is dependent on how fair the individual believes the organization is fulfilling its perceived obligations above and beyond the formal written contract of employment. This in turn determines commitment to the organization, motivation, job satisfaction and the extent to which they feel.

The study supports the second research question that psychological contracts influence sales performance. This is in line with Taylor (2005), who states that in stable conditions, the

psychological contract is reinforced by repeated contributions and reciprocity over time and there is convergence between employer and employee concerning their understanding of the nature of the contract. This understanding between employees and employers creates conditions that on the psychological contract thus sales performance is achieved.

The results support the two research questions. Research question one, there is a relationship between competences and sales performance, research question two; there is a relationship between psychological contracts and sales performance. The results also indicate that companies need to do much to create conditions that will enhance the psychological contract to influence sales performance since the psychological contract does not greatly influence sales performance.

5.2 Recommendations and Conclusions

The study results derived from the correlation table show that in most Ugandan organizations that use sales persons, the use of competences contributes to sales performance. The organizations that use sales persons are hereby encouraged to reinforce appropriate competences. The sales organizations should therefore ensure that the right personnel are recruited and equipped with the right competences to enhance sales performance.

The organizations that deal with sales persons should also put in place the conditions that enforce psychological contracts which will in turn enhance sales performance. The human resource department should create work practices that will ensure that the employees build their psychological contracts. These practices should be effectively communicated to the employees in order to maintain the psychological contracts hence enhancing sales performance.

Organizations should consider the marital status of their prospective sales persons during the recruitment process. This is because from the study results, marital status had a negative effect on sales performance.

5.3 Suggestions for future research

Sales performance is Key for the success of any business .The study found out that there was a relationship between competences, psychological contracts and Sales performance. The study did not exhaust all the factors that influence sales performance. Other researchers should carry out studies on issues like reward systems, employee retention and employee opportunities of training and development and how they affect sales performance in banks, telecom companies, printing and automobile companies in central Uganda.

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APPENDIX 1: Research Instruments

**MAKERERE UNIVERSITY BUSINESS SCHOOL
GRADUATE AND RESEARCH CENTRE
P.O. BOX 1337 KAMPALA**

Masters of Human Resource Management

A Research Survey on Salespersons' Competences, Psychological Contracts and Sales Performance

Dear respondent,
You have been selected and kindly requested to participate in a research survey on the relationship between Salespersons' Competences, Psychological Contracts and Sales Performance.

Your response will be treated with utmost confidentiality and your identity disclosure remains purely to your own discrete.

The questions are simple and straight forward but coded to help gather information insights. Kindly try and answer all the questions by reading carefully and responding appropriately to the questions.

There is no wrong or correct answer but try to be very truthful and honest in all your responses that you will give.

Thank you for your kind cooperation.

Part 1.0
SECTION 1

PERSONAL DATA

Title of respondent

D1. Age (please tick in the appropriate box)

- I. 20-24
- II. 25-34
- III. 35-49

D2. Highest level of formal education attained (please tick where appropriate)

- I. Not studied/Primary level
- II. Secondary / Advanced level
- III. Bachelor level
- IV. Others(Professional qualifications/
Masters Degree)

D3. Marital status

- I. Single
- II. Married
- III. Other

SECTION 2

Part 1

Construct A: SALES PERSONS' KEY RESULT AREAS

Instructions: The following performance statements represent a competent Salesperson. Read each statement and determine how much you resemble what each statement describes. Use the four point scale below;

1	2	3	4
This is very much like me	This is like me	This is not like me	This is very unlike me

Definition of a key Result Area:

A key Result Area is an output oriented statement which describes an area where a role incumbent must get results.

Key Result Area One: Source for targeted audience clients and inform them about product or service provision; discuss modes of payment and delivery.

1.	S/he carries out market research in order to identify clients' appropriate needs.	1	2	3	4
2.	S/he agrees on terms and conditions of transacting business with clients.	1	2	3	4
3.	S/he works with management to formulate strategies to satisfy clients' needs.	1	2	3	4
4.	S/he informs clients about the company products and services offered.	1	2	3	4
5.	S/he determines accessibility sources of clients	1	2	3	4
6.	S/he finds appropriate means of meeting clients	1	2	3	4
7.	S/he reaches out to client using the most accessible and appropriate means like door to door , email	1	2	3	4
9.	S/he identifies the weakness and strength of their competitors and work with management in formulating effective strategies to compete favourably in the industry	1	2	3	4
10.	S/he sensitizes clients about the quality of your products and services	1	2	3	4
11.	S/he requests and receives feedback from clients about products and services.	1	2	3	4

Key Result Area Two: Educating clients about products /services attributes (usage, durability and effects)

Please, tick the appropriate box on the right using the four point scale below;

1	2	3	4
This is very much like me	This is like me	This is not like me	This is very unlike me

1.	S/he informs and demonstrates to clients about the product attributes and products.	1	2	3	4
2	S/he identifies and informs management on the appropriate mode of communication.	1	2	3	4
3	S/he uses the agreed mode of communication to educate the clients on products or services.	1	2	3	4
4	S/he implements the agreed strategies to educate clients on products or services.	1	2	3	4
5	S/he arranges our education program to suit the needs of our targeted clientele group.	1	2	3	4
6	S/he finds out the availability of resources needed to educate the clients from management.	1	2	3	4

7.	S/he requests for resources from management and use them to educate the clients on products or services.	1	2	3	4
9.	S/he demonstrates to clients about the special attributes that distinguish our products from those of the competitors	1	2	3	4
10.	S/he suggests to management competitive strategies in the market that we can adopt.	1	2	3	4

Key Result Area Three: Negotiate price ranges, modes of payment and delivery with the manager to ensure that set prices are competitive and favourable to the clients.

Please, tick the appropriate box on the right using the four point scale below;

1	2	3	4
This is very much like me	This is like me	This is not like me	This is very unlike me

1.	S/he Informs management to set a favourably competitive price for products or services.	1	2	3	4
2.	S/he adheres to the company's set prices relative to the competitive one while agreeing on prices with clients.	1	2	3	4
3.	S/he compares product or service quality with that of the competitors to determine products/service prices.	1	2	3	4
4.	S/he informs management about quality findings of your competitors' Products.	1	2	3	4
5.	S/he discusses with clients about the different modes of payment.	1	2	3	4
6.	S/he lets clients take an informed decision on the mode of payment that suits them.	1	2	3	4
7.	S/he informs clients about the delivery prices of products or services.	1	2	3	4
8.	S/he lets the client take an appropriate decision depending on the different terms of delivery.	1	2	3	4
9.	S/he discusses the available sales option of products and service provision with clients.	1	2	3	4
10.	S/he offers an agreed sales option on product or service that fits the client's financial capability.	1	2	3	4

Key result Area Four: Make& Provide sales services to ensuring product or service availability, conformity to quality standards and set prices that are favourable to clientele needs and in line with organization targets

Please, tick the appropriate box on the right using the four point scale below;

1	2	3	4
This is very much like me	This is like me	This is not like me	This is very unlike me

1.	S/he informs clients about the prices of products and services we offer.	1	2	3	4
2.	S/he persuades the clients to purchase the products or services at the given prices	1	2	3	4
3.	S/he accepts orders of products or services from clients that they access them on time.	1	2	3	4
4.	S/he analyzes customer demands for the products and services.	1	2	3	4
5.	S/he informs management to set a competitive price of products or services	1	2	3	4
6.	S/he makes sales of products or services on behalf of the organisation.	1	2	3	4
7.	S/he informs clients about different modes of payment available in the company.	1	2	3	4
8.	S/he advises clients on appropriate modes of payment according to their financial status.	1	2	3	4

9.	S/he demonstrates to clients the usage of the products or services.	1	2	3	4
10.	S/he benchmarks with competitors' operation strategies to improve on company's operations.	1	2	3	4
11.	S/he makes appointments with clients to meet them at appropriate time.	1	2	3	4
12.	S/he interacts with customers to get feedback on products and services.	1	2	3	4

Key Result Area Five: Deliver products /services of the right quality, quantity at the right time and location using appropriate means in line with the terms and conditions of delivery

Please, tick the appropriate box on the right using the four point scale below;

1	2	3	4
This is very much like me	This is like me	This is not like me	This is very unlike me

1.	S/he confirms the quality of products or services from our producers.				
2.	S/he identifies appropriate means of transport and confirms the delivery time to the client depending on the distance of delivery.	1	2	3	4
3.	S/he agrees with the client on the delivery time of products or services and arranges appropriate delivery means.	1	2	3	4
4.	S/he informs the client about the company terms of delivery and confirms whether the terms are in line with the company delivery policy.	1	2	3	4
5.	S/he budgets for travel requirements and documents required resources.	1	2	3	4
6.	S/he informs the supervisor in order to book the means of transport and confirms with him /her condition in which they are.	1	2	3	4
7.	S/he requests for resources to deliver products or services and presents accountability after delivery	1	2	3	4
8.	S/he arranges appropriate time of departure and follows the procedures stated in terms of delivering goods or services.	1	2	3	4

Key Result Area Six: Make accountability for generated sales revenue losses made and numbers of debtors in line with the company policy.

Please, tick the appropriate box on the right using the four point scale below;

1	2	3	4
This is very much like me	This is like me	This is not like me	This is very unlike me

1.	S/he prepares sales reports and discusses challenges encountered with my immediate supervisor.	1	2	3	4
2.	S/he presents a report to management on sales, profits, losses, complaints and complements of products or services.	1	2	3	4
3.	S/he confirms appointment with the immediate supervisor to deliver sales reports.	1	2	3	4
4.	S/he meets her/his supervisor at agreed time.	1	2	3	4
5.	S/he follows reporting guidelines to draft a report in accordance with set procedures.	1	2	3	4
6.	S/he adheres to the set reporting deadlines	1	2	3	4
7.	S/he informs management in advance when is unable to meet the deadlines.	1	2	3	4
8.	S/he informs management about customer complaints and compliments.	1	2	3	4

Key Result Area 7: .Provide after sales service through delivery of products and services, maintenance, repair and responding to customer complaints

Please, tick the appropriate box on the right using the four point scale below;

1	2	3	4
This is very much like me	This is like me	This is not like me	This is very unlike me

1.	S/he informs management in order to prepare resources and transport means to deliver the products or services to clients.	1	2	3	4
2.	S/he confirms with the driver on the availability of the means of transport and its condition.	1	2	3	4
3.	S/he informs clients when goods will be delivered	1	2	3	4
4.	S/he informs management about the costs of after sales for maintenance and repairs of client's products.	1	2	3	4
5.	S/he follows up with management to ensures that taken appropriate action	1	2	3	4
6.	S/he Inform management about the quantity of goods to be delivered	1	2	3	4
7.	S/he advises management of the most appropriate means of transport to use.	1	2	3	4
8.	S/he provides products/services that qualify for a particular category of clients	1	2	3	4
9.	S/he makes records of the services for accountability.	1	2	3	4
10.	S/he informs the clients about the guarantee period	1	2	3	4
11.	S/he follows up on the maintenance of goods purchased by the clients.	1	2	3	4
12.	S/he advises the clients under what circumstance his or her items will be repaired	1	2	3	4
13.	S/he decides on whether or not to give an after sales service	1	2	3	4
14.	S/he confirms the availability of the after sale service with the management and client	1	2	3	4

SECTION2: Rank each of the Key Result Areas below in order of importance to the mission of your organisation. The most important Key Result Area should be ranked seven (7) and the least important One (1). Please start by ranking the highest Seven (7) and the lowest One (1), and then distribute the rest of the remaining Key Result Areas between numbers 6, 5, 4, 3&2.

7	6	5	4	3	2	1
Most important			Moderately Important			Less Important

Sourcing for targeted audience clients and inform them about product or service provision; discuss modes of payment and delivery	
Educating clients about the product and services to create awareness of the product attributes the usage, durability and effects.	
Negotiate price ranges, modes of payment and delivery with the manager to ensure that the set prices are competitive and favourable to the clients	
Making sales by ensuring product or service availability, conformity to quality standards and set prices that are favourable to clientele needs and in line with organization targets	
Delivery of products and services of the right quality, quantity at the right time and location using appropriate means in line with the terms and conditions of deliver	
Making accountability for generated sales revenue loses made and numbers of debtors in line with the company policy	
Providing after sales service through delivery of products and services, maintenance, repair and responding	

Section3:**KEY PERSONAL COMPETENCES**

Instructions: The following performance statements represent a competent Salesperson. Read each statement and determine how much you resemble what each statement describes. Use the four point scale below;

Please, tick the appropriate box on the right using the four point scale below;

1	2	3	4
This is very much like me	This is like me	This is not like me	This is very unlike me

Key Personal Competence1: Ability to demonstrate product or service knowledge and answer all the client's questions as regards the product or services

Please, tick the appropriate box on the right using the four point scale below;

1	2	3	4
This is very much like me	This is like me	This is not like me	This is very unlike me

1.	S/he provides relevant information on product or service usage and quality to clients.	1	2	3	4
2.	S/he always uses relevant examples that practically reflect product or service attributes to clients.	1	2	3	4
3.	S/he uses the most appropriate methods that easily help clients to learn about the product or service.	1	2	3	4
4.	S/he exercises effective listening skills and responds to customer queries appropriately	1	2	3	4
5.	S/he works cooperatively and constructively with team members to ensure effective sharing of product knowledge.	1	2	3	4

Key Personal competence 2: Ability to persuade & communicate effectively to clients using various communication skills.

Please, tick the appropriate box on the right using the four point scale below;

1	2	3	4
This is very much like me	This is like me	This is not like me	This is very unlike me

1.	S/he provides relevant information to clients	1	2	3	4
2.	S/he gives customers options when not able to provide customers with the product or services they require	1	2	3	4
3.	S/he communicates clearly to clients about what they need to know and be able to do about the product	1	2	3	4
4.	S/he listens empathetically to client's queries	1	2	3	4
5.	S/he exhibits diplomacy and tolerance to slow and complicated clients.	1	2	3	4
6.	S/he always persuades clients to buy and use products and services.	1	2	3	4

Key Personal Competence 3: Working as a team to achieve set targets

Please, tick the appropriate box on the right using the four point scale below;

1	2	3	4
This is very much like me	This is like me	This is not like me	This is very unlike me

1.	S/he works cooperatively and constructively with team members to ensure that sales are made effectively.	1	2	3	4
2.	S/he always develops trusting relationships with team members.	1	2	3	4
3.	S/he always demonstrates group decision-making skills.	1	2	3	4
4.	S/he adapts, learns and shares from others.	1	2	3	4
5.	S/he values others contributions through appreciating	1	2	3	4

Key personal competence4: One who demonstrates good customer care skills to clients

Please, tick the appropriate box on the right using the four point scale below;

1	2	3	4
This is very much like me	This is like me	This is not like me	This is very unlike me

1.	S/he always demonstrates good customer care skills to clients	1	2	3	4
2.	S/he always meets customer needs and expectation	1	2	3	4
3.	S/he always helps customers make the best use of products and services	1	2	3	4
4.	S/he keeps in touch and follows up clients	1	2	3	4
5.	S/he always maintains good relationships with clients.	1	2	3	4
6.	S/he is an active listener and responds to clients' needs immediately with full attention.	1	2	3	4

Key Personal competence 4: One who is honest, consistent in performing sales work

Please, tick the appropriate box on the right using the four point scale below;

1	2	3	4
This is very much like me	This is like me	This is not like me	This is very unlike me

1.	S/he always exhibits honesty when making sales	1	2	3	4
2.	S/he always develop trusting relationships with clients	1	2	3	4
3.	S/he always keeps promises made to clients	1	2	3	4
4.	S/he makes sales according to the set prices	1	2	3	4
5.	S/he communicates to clients in time, if is not in position to meet deadlines in order to avoid unnecessary losses	1	2	3	4

Key Personal competence 5: One who is self driven, does work independently without being supervised.

Please, tick the appropriate box on the right using the four point scale below;

1	2	3	4
This is very much like me	This is like me	This is not like me	This is very unlike me

1.	S/he always extends his/ her working hours to ensure that all work is properly done and recorded.	1	2	3	4
2.	S/he always works with minimum supervision	1	2	3	4
3.	S/he always sets personal goals and meets them	1	2	3	4
4.	S/he exhibits a positive attitude towards work	1	2	3	4
5.	S/he reports early to work so as to organize and get set to meet clients.	1	2	3	4

Key Personal Competence 6: One who exercises a high level of perseverance to make sales of products or services in any given circumstance

Please, tick the appropriate box on the right using the four point scale below;

1	2	3	4
This is very much like me	This is like me	This is not like me	This is very unlike me

1.	S/he exhibits flexibility because the sales' process may go beyond normal working hours	1	2	3	4
2.	S/he always works under pressure to beat deadline	1	2	3	4
3.	S/he always stand rigid and complicated clients	1	2	3	4
4.	S/he always stand criticisms from management	1	2	3	4
5.	S/he always exhibits resilience in face of sales challenges and clients	1	2	3	4

SECTION 4:

Instructions: Rank each of the Key Personal Competences below in order of importance to the mission of your organisation. The most Key Personal Competences important should be ranked Five (5) and the least important One (1). Please start by ranking the highest Five (5) and the lowest One (1), and then distribute the rest of the remaining Key Personal Competences between numbers 4, 3&2.

For the Key Personal Competences

5	4	3	2	1
Most Important	Very Important	Important	Moderately important	Less important

One who exercises a high level of perseverance to make sales of products or services in any given circumstance	
One who accepts mistakes, learns from them and works towards correcting them	
One who is able to listen to his or her inner voice and meet set sales targets.	
Able to adjust easily to situations even where sales are hard to be made.	
One, who acts proactively, responds to sales needs before shortages arise.	

Section 5: Psychological Contract. Instructions: The following performance statements represent of a Salesperson. Read each statement and determine how much you resemble what each statement describes. Use the four point scale below;

Strongly agree	agree	Not sure	disagree	Strongly disagree
1	2	3	4	5

1. Working for this organisation does not allow me to meet my social economic obligations.	1	2	3	4	5
2. In this organisation, high pay goes to always a poor performer.	1	2	3	4	5
3. There are little opportunities for promotion in this organisation basing on your performance	1	2	3	4	5
4. Employees in this organisation are rarely encouraged to acquire many skills	1	2	3	4	5
5. This organisation hardly gives me the chance to meet new challenges now and again	1	2	3	4	5
6. My job does not give the opportunity to meet new challenges now and again	1	2	3	4	5
7. I learn something from my work assignments	1	2	3	4	5
8. Working for this organisation does not give me job security	1	2	3	4	5
9. My organisation seldom offers me support with personal and family problems	1	2	3	4	5
10. I hardly get recognition for what I succeed in doing well	1	2	3	4	5
11. This organisation allows employees to participate in issues affecting the organisation	1	2	3	4	5
12. When I make suggestions to management they are not taken seriously	1	2	3	4	5
13. I rarely get feedback on my work performance	1	2	3	4	5
14. In this organisation, high performance is not highly rewarded	1	2	3	4	5
15. This Organisation does not clear plans for employee's future	1	2	3	4	5
16. This Organisation does not offer training opportunities to employees	1	2	3	4	5
17. When employees go for further training they are not promoted after completing the training	1	2	3	4	5
18. This organisation does not allow me to set my own work methods and goals	1	2	3	4	5

Section 5: Sales Performance:

Instructions: The following performance statements represent a competent Salesperson. Read each statement and determine how much you resemble what each statement describes. Use the four point scale below;

1	2	3	4
Very much like her/him	Like him/her	Unlike him/her	Very much unlike her/him

1. S/he makes sales that contribute to a high market share for the company.	1	2	3	4
2. S/he makes sales of those products /services' with the highest profit margin.	1	2	3	4
3. S/he generates a high level of sales revenue.	1	2	3	4
4. S/he identifies and makes sales of products /services with major accounts.	1	2	3	4
5. S/he makes discounted sales of products/ services with a highest profit margin.	1	2	3	4
6. S/he exceeds all sales targets and objects during the year.	1	2	3	4
7. S/he understands customer needs and work processes.	1	2	3	4
8. S/he maintains an update record of company customers.	1	2	3	4
9.S/he makes an update record on what happens during the sales process of products/ services	1	2	3	4
10. S/he makes quick sales of new company products/ services.	1	2	3	4

THANK YOU FOR YOUR COOPERATION

SUPERVISORS' QUESTIONNAIER FOR SALES PERFORMANCE

Title of Employee (Being Rated)

Sales Performance: Please rate the subordinate on the following practices and behaviours by comparing her/him to an imaginary individual described below. Circle one number that you think is most appropriate. Kindly be as objective as possible.

Strongly disagree	disagree	Not sure	agree	Strongly agree				
1	2	3	4	5				
1. S/he makes sales that contribute to a high market share for the company.				1	2	3	4	5
2. S/he makes sales of those products /services' with the highest profit margin.				1	2	3	4	5
3. S/he generates a high level of sales revenue.				1	2	3	4	5
4. S/he identifies and makes sales of products /services with major accounts.				1	2	3	4	5
5. S/he makes discounted sales of products/ services with a highest profit margin.				1	2	3	4	5
6. S/he exceeds all sales targets and objects during the year.				1	2	3	4	5
7. S/he understands customer needs and responds to work processes accordingly.				1	2	3	4	5
8. S/he maintains an update record of company customers.				1	2	3	4	5
9. S/he makes an update record on what happens during the sales process of products/ services				1	2	3	4	5
10. S/he makes quick sales of new company products/ services.				1	2	3	4	5

THANK YOU FOR YOUR COOPERATION

APPENDIX 2: Letter of introduction from MUBS



MAKERERE UNIVERSITY BUSINESS SCHOOL

Plot M118, Portbell Road, P.O. Box 1337, Kampala-Uganda
Phone: Direct Line: +256-414-222545; General Line: +256-414-222545; Fax: +256-41-505921

Graduate & Research Centre

November 12, 2009

To whom it may concern

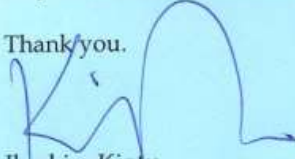
Dear Sir/Madam,

RE: ARUHO IVAN MHRM REG. No 2008/HD10/13942U

The above named is a student of Makerere University Business School, pursuing studies leading to the award of Master of Human Resource Management of Makerere University. He wishes to undertake research in your organization on the topic: - "Competencies, Psychological Contracts and Sales Performance" It is purely academic and we promise to treat it with utmost confidentiality.

Any assistance rendered to him is highly appreciated.

Thank you.


Ibrahim Kintu
Senior Administrator



Email: grc@mubs.ac.ug

Website: www.mubs.ac.ug

MUBS