

## **Utilizing standardized sales training to innovative behavior in a multinational enterprise**

Presented for

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### **ABSTRACT**

This research is an extensive literature review with three propositions and recommendations for future research. The research concludes that sales training is a vital component of an organization's strategy. Types of sales training vary. Multinational organizations use many types of training to meet the goals of the organization. Standardized training is often a social interaction event for sales professionals allowing an exchange of ideas. This exchange among the individual cultures makes multinational enterprises that unique in their ability to generate innovative behavior. This unique resource is untapped in most multinational organizations.

**KEYWORDS:** Multinational Sales; Sales Training; Culture; National Culture; Innovative Behavior

## STATEMENT OF PURPOSE

This study aims to recognize an underlying gap within organizations as they seek to utilize valuable resources. This researcher focuses on standardized global sales training influence on innovative behavior in sales professionals in a multinational enterprise. To understand, published research is used to define sales professional motives, sales training types, and culture. As it relates to global sales professionals, to better understand the cultural influences on standardized sales training generation of organizational innovative behavior. The gap in existing literature this research proposes to fill focuses on culture as a moderating influence when sales professionals from a multinational organization are brought together for standardized training. The researcher recognizes there are other influences, but in this study's interest, the focus is culture as it moderates the effects of sales training on innovative behavior. Schrock et al. (2018) asked, "to what effect does national culture moderate the effects of aspects of sales training?" The research is addressing this gap in the literature. Academics have noted the need for cross-cultural research, including sales, sales training, and innovation (Erffmeyer et al., 1993). Training can generate innovative behavior in employees. However, the literature lacks a focus on specific industries and does not specify sales professionals' training. This research will address these areas of opportunity. The literature research is used to establish propositions for future research.

## INTRODUCTION

There is a great deal of research available for review to understand and justify an organization's investment in the employee. Human resource departments have evolved from the benefits office to active participants on the executive board (Phillips & Phillips, 2016), and part of human resources responsibility is the management of resources invested in human capital. The expansion of human resources is due to the organization's recognition of each employee's impact on the organization. Many organizations utilize the training and development programs to emphasize organizational strategic goals (Boudre & Ramstad, 2005). A major contributing factor is training to meet corporate competencies, improve job skills, and compliance. To show benefit, most research focuses on the improved performance measures to understand the benefits of training, rarely observing the innovative behavior generated from employee interactions (Guest, 2011).

Human resources, and training, in particular, are the moderators of change in an organization (Ulrich et al., 1995). It is estimated that U.S. companies spent more than \$10 billion on annual sales training, and this is considered an under-estimate as it does not recognize the training conducted at sales meetings (Sager et al., 2014). The management of change is reminiscent of dynamic capabilities described by Teece, Pisano, and Shuen (1997) as a value to its competitiveness. Organization-wide training within multinational enterprises requires an understanding of cultures. Nowhere is this more important to sustainability than in the salespeople. Recognizing the cultural differences while sharing knowledge with sales professionals leads to innovative thinking. Ployhart, Weekly, and Ramsey (2009) discussed human capital as an aggregation of knowledge, skills, and abilities to provide superior services. Employees must have reinforcing learning and development throughout their careers (Scaufeli &

Salanova, 2008). The literature gap is a single focus industry training leading to innovative thought and behavior in a multinational enterprise. It will be essential to define innovative behavior in this segment of employees and the influence of cultural differences in providing training across the organization.

## REVIEW OF LITERATURE

The researcher observed a gap in the literature. Though much research has been conducted on cultural influences in a multinational organization, there is a lack of focus on specific industries. Also, the literature lacks a focus on specific employee types for innovative behavior. This literature review attempts to explain the pieces and make them logically fit together.

The goal of sales in an MNE is to build long-term relationships to achieve profitability (Koponen et al., 2019). Jantan (2004) researched performance measures between multinational enterprises and domestic enterprises. In Jantan's 2004 article, he states that multinational sales managers' performance measures were better than those of national managers. One focal aspect of Jantan's research was the connection between these performance measures with training (Jantan, 2004). Jantan (2004) conclusion training needs to be on skills, knowledge, and attitude, focusing on sales techniques and customer relationship skills. Jantan found that training needs to be evaluated and altered to improve the performance measure (Jatan, 2004). Practical training is an essential contribution to global business strategy (Honeycutt, Ford, & Simintiras, 2003). Sales professionals have varying education levels in different locations, causing product/technical training to be more standardized (Hill et al., 1991). Attia et al., in 2014, recognized that global training standardization was necessary but still in its infancy. Training, therefore, is impactful for sales in both domestic and multinational organizations.

Most of the research conducted on multinational organizations sales is a singular comparison of a country versus the United States (Panagopoulos et al., 2013). Panagopoulos (2013) and his colleagues acknowledge a gap in research using more than three countries. The research was abundant until 1999 (Panagopoulos et al., 2013). However, most of the articles have a single developing country than the United States (Panagopoulos et al., 2013). The authors speculate that the lack of research is an evolving global economy and a lack of response to research questions necessary for publications (Panagopoulos et al., 2013).

The textbook definition of sales training could be similar to transferring knowledge to improve and evaluate a salesperson's skill set (Effmeyer et al., 1993). Sales specific training allows sales management to disseminate company product knowledge and sales techniques to sales professionals in a way that meets the organization's expectations (Jantan, 2004). Honeycutt et al. (2003) proclaimed that practical sales training is a significant contributor to an organization's strategic advantage. The debate is whether sales training and specific skills training should be standardized or specific to their culture. Kaeter (1994) suggests that sales training is divided into three parts: corporate culture, product knowledge, and selling skills. Many believe the sales skills differ significantly from culture to culture. Kaeter proposed in 1994 that the skills are very similar, but the order of use and the level of use varies. In Kaeter's 1994

article, she discusses a study completed by Motorola on the globalization of the sales process. In the case study, the focus was on the appropriateness of utilizing a United States-based curriculum (Kaeter, 1994). The curriculum leads to more standardized training. The case study results showed that sales skills are universal, and the training needed on those skills is universal (Kaeter, 1994). In more recent research, Koponen et al. (2019) state that the previous research on sales communications in international markets lacks. The propositions for this research are dependent on the standardization to create a similar sharing, as was seen in the article by Kaeter (2005) when the training was shared with a mentor. It is this activity that creates innovative behavior.

The research question focuses on establishing standardized training among a global market and how this standardized training effects innovative behavior. Training styles vary widely (Singh et al., 2015). Standardized training is defined as familiar to all people (Sarin et al., 2010). Other training types include top-down, structured, classroom, distance, and off-site (Sarin et al., 2010). Attia (2008) suggests that post 911 business practices changed the economic outlook causing organizations to re-evaluate and develop solutions to train sales professionals. During economic downturns, such as after 911, sales professionals do less hard-selling, and the emphasis on training is less critical (Erffmeyer et al., 1993). In the early 2000s, global organizations needed to be flexible and adaptive to distinct cultures (Selmer, 2000). The customer can easily research and gain knowledge during the sales process, creating sales skills (Grinfelde et al., 2019). Gerber (1989) defines standardized training as a preferred means of transferring product knowledge and technical knowledge. The four specific sales training competencies are behavior communication, effective communication, cognitive-communication, and sale acumen (Koponen et al., 2019). Practical training is measured by reviewing the individual performance, organizational performance, and cross-referencing with the training characteristics before and after training (Alvarez et al., 2004). Leadership needs to recognize the benefits of training and communicate these benefits to locations (Takada & Jain, 1991).

Global sales teams socialize while being educated on skills methods and techniques, recognizing the cross-cultural demands for adaptability (Attia et al., 2014). From initial training and throughout a salesperson's career, professional salespeople learn from other salespeople through a social exchange (Sager et al., 2014). Sales training includes both hard and soft skills (Funakawa, 1997). The soft skills are often culture-specific (Jantan & Honeycutt, 2002). Nielson et al. (2020) argue the opposition, stating the soft skills are grounded in necessary human interaction. Sales training is a solution for transferring sales-specific competency for individual salespeople to meet the organization's parameters for success (Koponen et al., 2019). King-Kauanui (2005) states that some sales training factors can be applied to all cultures as a best practice. In general, training enhances all dimensions of a firm's performance (King-Kauanui, 2005). It is essential to establish the core areas of communication for successful sales in a specific international market (Koponen, 2019). As much of the market has changed and communication styles have evolved over the years, the blending of sales skills is vital in international and domestic markets and should be individualized to each situation. This is vital as the developing markets follow the more economically developed markets (Honeycutt et al., 2008).

Caniels and Veld (2019) define organizational ambidexterity as an organization's ability to explore and exploit simultaneously. At the employee level, innovation is the use of knowledge

and skills to improve efficiencies or explore (Gibson & Birkinshaw, 2004). Organizations can use contextual ambidexterity to allow employees to explore and share exploitation knowledge in group activities (Gibson & Birkinshaw, 2004) similar to standardized training activities. Caniels and Veld (2019) research found the balance afforded by organizations allowed employees to explore and exploit, which positively effected innovative behavior. When the exploratory activities exceeded exploitation activities, the innovative behavior increased (Caniels & Veld, 2019)

The moderating factor in sales training is the influence of a specific culture. Attia (2008) describes how culture influences sales training in the management's ability to plan, implement and evaluate sales training programs. The definition of culture by King-Kauanui (2005) is the shared societal sum of learned behavior. Ling et al. (2005) define culture as a shared standard of observing, understanding, judging, and interacting among people who have a shared location, language, and history. Organizations have long since recognized the cultural practices differ, and ignoring these differences can be catastrophic (Kaeter, 1994). Huneycutt et al. (2008) compared local retailers training to international training and found that the local leadership preferred a more standardized training. The variance is due to the perception that international firms are substantially dedicated to training. This training leads to better performance (Huneycutt et al., 2008) Hofstede and Bond (1980) recognize four distinct aspects of culture that need to be addressed when establishing sales relationships. These are power distance, individual-collectivism, masculinity-femininity, and uncertainty avoidance. Two additional dimensions come from Hofstede's World Values Surveys (Beugelsdijk and Welzel, 2018). De Mooij & Hofstede (2010) discuss the fifth dimension of long versus short-term orientation. A sixth dimension is Indulgence (<https://geerthofstede.com>). The Hofstede cultural dimension model is essential for multinational organization leaders to understand as the valued understanding about human capital as a resource should be understood across the organization (Beugelsdijk and Welzel, 2018).

Inglehart's dynamic theory of cultural change later evolved into the revised theory of modernization in Inglehart's work with Welzel (2013) and later Welzel refined to the evolutionary theory (2013). Despite the convergence of globalization, national culture's uniqueness still exists (Beugelsdijk & Welzel, 2018). Personality differences based on western or eastern culture are essential to recognize (de Mooij & Hofstede, 2020). The directors of human resources and the training program developers consider the social processes differences within cultures. According to de Mooij and Hofstede (2010), psychologists argue that emotions are universal, but the expression of emotion can be cultural, showing the importance of understanding social processing on a cultural level when standardizing processes. Hofstede established technology as a contributing factor in cultural change (Beugelsdijk & Welzel, 2018). Cultures are modernizing, but the paths are not converging; they are modernizing in parallel (Beugelsdijk & Welzel, 2018). The cultural diversity programs in many organizations establish precedence for sales training to teach verbal and nonverbal communication associated with cultural preferences (Kaeter, 2005). The researcher proposes it is this activity that creates innovative behavior.

Culture is established as a societal body that distinguishes itself from other human communities by distinct characteristics (House et al., 2002). Human resource management best practices have grown to be cultural norms (King-Kauanui, 2005). Some organizations are

creating a transcending culture (Kaeter, 1994). Creativity and innovation can be shaped by diversity (Shin et al., 2012). This transcending culture is created by initiating training focusing on business etiquette and corporate values (Kaeter, 2005). Globe, short for Global Leadership and Organizational Behavior Effectiveness, attempts to research likenesses and differences and their reasons (House et al., 2002). Globe included 61 cultures and over 150 social scientists who developed a questionnaire with scales and nine dimensions (House et al., 2002).

The following is a description of the nine dimensions by House et al. (2002). The first of these dimensions are identical to those in the Hofstede model. Dimension one is uncertainty avoidance, where uncertainty is avoided using rituals and norms with expected outcomes. Dimension two is power distance and is the sharing of power or the balance of power. Dimension three is collectivism I, which is the societal degree to which organizational and societal institutional practices encourage and reward the collective distribution of resources and activities. Dimension four is collectivism II; the degree individuals express pride, loyalty, and cohesiveness in an organization or family. Dimension five is gender egalitarianism, which is the degree to which society minimizes gender roles. Dimension six is assertiveness and is described as the degree to which members of a group express assertiveness, aggression, or confrontation. Future orientation is dimension seven and is the degree in which individuals of an organization practice planning, future investment, and delay of gratification. Dimension eight is performance orientation, which is the extent an organization encourages and rewards performance and excellence, similar to Confucian dynamism by Hofstede and Bond (1988). The ninth and final dimension is human orientation, from Hofstede and Bond (1988), rewarding for kindness, recognition for fairness, altruism, friendliness, and caring.

Localized sales training must include technical training and organizational culture training (Honeycutt & Ford, 1996). Diversity in groups positively affects employees feeling valued (Chung et al., 2015). This is a western view that forces the culture in other markets. This is described by Kaeter (2005) as a large MNE forcing organizational culture into other markets. Kaeter (2005) discussed new hire training or annual training in the United States for approximately thirty percent of an organization. The author stated the salesperson would have a mentor and participate in sales meetings with the mentor. This interaction allowed for an exchange of concepts where both the western and nonwestern salesperson would gain. Working in groups with mixed cultural backgrounds, employees can socially interact and support each other (McKay et al., 2007). Working together in groups, culturally diverse employees develop connections and establish relationships (Chrobot-Mason & Aramovich, 2013). Standardized training puts employees with diverse cultural backgrounds together equally, sharing ideas, developing relationships, and innovating (Luu, 2019). Employees recognize areas of opportunity for change and propose solutions (Luu, 2019). The result of employee group engagement is new ideas and processes, products, or services creating innovative behavior (Amo & Kolvereid, 2005). It is strategically beneficial to train international sales forces demonstrating the organization's global commitment and appreciation for local cultures and diversity (Honeycutt et al., 2008). The only negative was the expense of the training. As Kaeter (2005) described, the results were a more substantial commitment to the organization from both salespeople, strong friendship type bond between salespeople, and incorporation of improved diversity sensitivity.

Intercultural communication is the sharing of knowledge between different cultures (Koponen et al., 2019). This skill helps salespeople work effectively with many cultures and

avoid stereotyping (Koponen et al., 2019). Sales professionals are trained to recognize the verbal and nonverbal communication specific to a culture (Koponen, 2019). Management is trained to understand cultural influences to aid the sales professional's achievement of market goals (Ling et al., 2005). Culture can be evolving. The influences of government in many markets have shifted. This was the case in Vietnam when they moved from a command economy to a market economy (King-Kauanui, 2005). Developing a theory of sales constructs would be too generalizable due to cultural influences (Panagopoulos et al., 2013).

Panagopoulos et al. (2013) discuss the establishment of the Global Sales Science Institute in 2007. According to Panagopoulos et al. (2013), GSSI was established to meet sales professionals' research needs, sales managers and academics focused on global sales. In a review of research by Panagopoulos et al. (2013), denationalization and government-owned enterprises' reduction allow the emergence of more open markets. The research is lacking in this area. Most of the research published has specific single countries comparing to the United States (Panagopoulos et al., 2013). Even more alarming is the lack of research in emerging markets (Panagopoulos et al., 2013). The preference for standardized or localized training is often based on the degree of control an organization manages (Hill et al., 1991). Culturally, some skills are best taught on a local level, while others can be taught on a standardized level (Attia et al., 2008). Funakawa (1997) states that the softer skills necessary to work in a specific culture are best taught at that level, while the industry-wide technical knowledge is best taught in a standardized model. Selling skills may appear to be universal. However, they vary based on local customs, methods, and strategies (Kallet, 1981).

Sales are essential to organizational innovation (Liang, 2014). As defined by Rogers and Shoemaker (1971), innovation is a perception that something (idea, practice, process, or objective) is new. Sales interactions are always new and are either immediately showing success or failure towards a predetermined outcome (Slatten et al., 2019). The salesperson's objective is to find new solutions to meet the customer's needs ultimately and expectations (Slatten et al., 2019), therefore, always demonstrating innovative behavior. Sales are recognized as a critical component of organizational innovation (Wiersema, 2012). However, Sales are rarely considered valuable in generating individual innovative behavior or demonstrating contributing innovative behavior (Wang & Netemeyer, 2004). Sales professionals are more often involved in group settings and developing relationships to help solve problems (Ahearne et al., 2010). Sharing intelligence and salespeople come together and bring diverse knowledge, skills, and abilities (Venkatesh, Challagalla, & Kohli, 2001). Venkatesh Challagalla & Kohli (2001) showed that when sales and marketing professionals are involved in peer programs, they demonstrate more innovative behavior.

Jantan (2000) stated that intense sales training is incorporated as an essential part of an organizational environment to motivate salespeople and improve sales professional's commitment to their role and the organization. Sales managers use sales training as a motivational tool to help sales professionals meet goals (Jantan, 2000). Kaeter(1994) discusses bringing salespeople together from other markets. This allows them to interact and become friends with sales professionals in other markets. Some cultures view salespeople with less respect than others. The lack of esteem for a sales career causes salespeople from some cultures to pursue management (Kaeter, 1994). Relationship building improves the retention of global sales (Kaeter, 1994). Bringing the host market salespeople to the western home office establishes

confidence and pride in the organization (Kaeter, 1994). Panagopoulos et al. (2013) standardized sales training as an influence on innovative behavior worthy of additional research.

Large multinational enterprises most often choose to conduct training internally versus hiring consultants to send employees elsewhere. This is demonstrated by the statistical data in Appendix B that shows planned training for upskilling or reskilling between 2018-2022 based on regions. The lowest internal training was observed in Central Asia at 44%, and the highest was tied between North America and South Asia at 52%. This data is evidence the sizeable multinational enterprise values internal training over individualized training or nonspecific training.

Large multinational enterprises measured the top three competencies in hours for employees in 2016. These were product/service knowledge, technical skills, and leadership. These three competencies are most often taught in a standardized fashion showing the organizations could benefit from group training activities. This is shown in Appendix C.

A standard definition of Organizational innovation is the adaptation of ideas or behaviors that are new to an organization (Damanpour, 1988, 1991; Daft & Becker, 1978; Hage & Aiken, 1970; Zaltmuto & O'Connor, 1992; Hage, 1999). Service innovation is a behavior providing solutions and services based on learning (Gallouj, 1997). Innovation is paramount for the continuity of an organization (Cefis & Maesili, 2006). Cohen and Levinthal (1990) describe the legal development of innovation from research and development departments that seek out ideas by reviewing customer feedback, competitive activities, and internal suggestions. Schumpeter (1934) states that innovation is performing in new combinations of production methods, new markets, sourcing new products, or establishing new industries. Innovation is a dynamic, learning, and reciprocal process in organizations or between individuals (Schneider et al., 2010). Innovative behavior is observed in higher and more complicated situations within organizations (B Damanpour, 1991; Zammuto and O'Connor, 1992; Hage, 1999). An innovative organization must also be a learning organization (Nooteboom, 1999).

Innovative behavior is defined by West and Farr (1989) as the generation and application of new useful ideas in a professional role. Employee innovation is critical to an organization's competitive advantage, sustainability, and longevity (Duran, Kammerlander, & Zellweger, 2016). Freedom, management support, and organizational opportunities are related to innovative behavior (Amabile et al., 1996). Because innovative behavior is vital, it is imperative that organizations understand the activities that stimulate innovative employee behavior (Shin, Yuan, & Zhou, 2017).

The researcher observed a gap in the literature. Though much research has been conducted on cultural influences in a multinational organization, there is a lack of focus on specific industries. Also, the literature lacks a focus on specific employee types for innovative behavior. This literature review attempts to explain the pieces and make them logically fit together.

## PROPOSED CONCEPTUAL MODEL

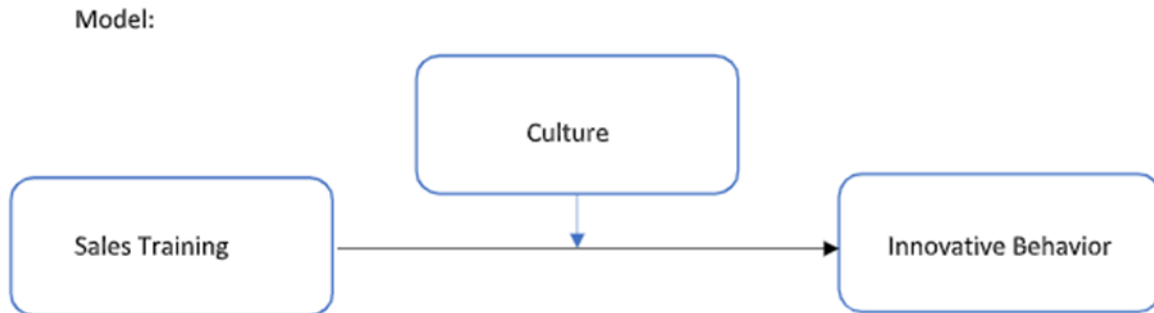


The research is addressing a gap in the literature. Training can generate innovative behavior in employees. However, the literature lacks a focus on specific industries and does not specify sales professionals' training. This research could address these areas of opportunity.

Proposition 1: Standardized sales training will positively influence innovative behavior

Proposition 2: Non-standardized sales training will negatively influence innovative behavior

Proposition 3: Culture moderates the relationship between sales training and innovative behavior



## VARIABLES

The literature review thoroughly defined and established the relationship between the variables. The assignment of variables here is for clarity in the model above. The independent variable is sales training. The dependent variable is an innovative behavior. The moderating variable used is culture. It is recognized that many other variables could influence the relationship between sales training and innovative behavior. However, the research's focus is specific to the culture's influence due to the multinational representation of sales professionals at sales training. A possible analysis of data would be conducted using moderate polynomial regression, as seen in several research articles reviewed for this paper. The researcher proposed control variables are age, educational level, tenure at the organization, and years of experience.

## PROPOSED RESEARCH

The method of analysis is presumptive at this time. However, the goal is to conduct a quantitative analysis. The target population is management and sales professionals of medium-sized multinational medical product organizations with direct sales professionals representing a minimum of three markets. The questionnaire could be adopted from McKay et al. (2008), Pugh et al. (2008), and Hu et al. (2009), who all developed questionnaires that are relevant to a different section of understanding. An example or prototype is in Appendix A

Initial testing of the questionnaire should be done through a test run to ensure the questions are easy to read and understand. Adjustments should be made to meet the need of the study and noted. The final participants' source should be direct contact with the organization after a standardized training event has occurred in person. Participation in the study should be

negotiated before the researcher, organization Human Resources, Organizations Executives, and Organizations Sales Training.

The researcher proposes a multi-item scale analysis. This scale was adapted from Wang and Miao (2015). The scale is demonstrated in the sample questionnaire in the appendix. Analysis of the questions and the influences of global cultures on the generation of innovative behavior within the sales professional would be computed through the weight of each score individually and then together.

## IMPLICATIONS AND CONCLUSIONS

Human resources recognize diversity within an organization. The research and proposed future research are an effort to fill the gap in the literature. Training mitigates change in an organization. Human resources training of sales professionals is done both individually and standardized. Sales professionals are innovative by job description. The standardized training platforms lead to socialization that encourages the sharing of ideas. The sharing of ideas among sales professionals leads to innovative behavior.

The researcher recognizes the underdevelopment of the methods, procedures, and possible conclusions of the research. The purpose of this work is not to guess, even if the guess is educated, at possible outcomes but to open to the door to possibilities within organizations to recognize the influence of cultures and adaptive resources in places not generally noted for contribution to innovative behavior.

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## Appendix A

Please use the following scale in your rating to indicate how much you agree or disagree with the following statement							
		1	2	3	4	5	6
		Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
<b>Part I: Knowledge Sharing</b>							
This section concerns your perception of the knowledge sharing taking place in your sales organization							
1	I am pleased to learn and share knowledge among global peer teams	1	2	3	4	5	6
2	I believe that professionals should foster knowledge sharing through team group activities	1	2	3	4	5	6
3	In a team setting, I would share knowledge with colleagues	1	2	3	4	5	6
4	I want to become a person with professional knowledge among my colleagues	1	2	3	4	5	6
5	I believe that knowledge sharing in teams helps to generate new ideas	1	2	3	4	5	6
6	I respect others opinions	1	2	3	4	5	6
7	Helping a team address work problems would make me feel happy and satisfied	1	2	3	4	5	6
8	I enjoy exchanging knowledge	1	2	3	4	5	6
9	I am willing to use my spare time to help others	1	2	3	4	5	6
10	I would offer help to team members	1	2	3	4	5	6
11	I enjoy team activities	1	2	3	4	5	6
<b>Part II: Team Culture Scale</b>							
This section concerns sales teams							
1	My team supports knowledge sharing	1	2	3	4	5	6
2	My direct supervisor supports knowledge sharing	1	2	3	4	5	6
3	My training department encourages knowledge sharing	1	2	3	4	5	6
4	In my organization, I know who to turn to ask questions	1	2	3	4	5	6
5	This sales organization coordinates teamwork through formal training	1	2	3	4	5	6
6	This sales organization coordinates activities to support training	1	2	3	4	5	6
7	This sales organization coordinates group activities with diverse cultures	1	2	3	4	5	6
8	This sales organization plans activities so I can get to know colleagues in other countries	1	2	3	4	5	6
9	I learn innovative ideas that help me in my job by participating in group activities	1	2	3	4	5	6
10	I learn from colleagues in other countries	1	2	3	4	5	6
11	When my organization has team activities we discuss ways to improve products, services, and processes	1	2	3	4	5	6
12	Members of the sales organization feel a sense of participation with our global colleagues	1	2	3	4	5	6
<b>Part III: Innovative Performance Scale</b>							
This section concerns innovative behavior of the sales organization							
1	At work I seek to find new ways to do things	1	2	3	4	5	6
2	At work, I sometimes come up with ideas to benefit the organization	1	2	3	4	5	6
3	At work, I sometimes share my ideas with others	1	2	3	4	5	6
4	At work, I try to share my ideas with management in an effort to have my ideas implemented	1	2	3	4	5	6
5	I consider myself a creative person	1	2	3	4	5	6
6	Management asks for my guidance on projects	1	2	3	4	5	6
7	This organization offers incentives to employees who come up with new ideas	1	2	3	4	5	6
8	The sales team is professional when developing new ideas	1	2	3	4	5	6
9	My organization allows me to work in a team environment to generate new ideas	1	2	3	4	5	6
10	If asked, I would share my ideas with the organization	1	2	3	4	5	6
<b>Part IV: Personal Data</b> Please use N/A if you do not want to share the information							
1	Gender	Male	Female	N/A			
2	Education Level	Bachelors	Masters	PhD			
3	Tenure in the organization (years)	< 3	3-6	7-10	11+		
4	Years of sales experience	< 3	3-6	7-10	11+		

Appendix B:

Percent share of companies worldwide who expect to use training providers to reskill or upskill their workforce between 2018 and 2022, by region and provider

Region	Internal department %	Private training provider %	Private educational institution %	Public educational institutions %	Public training provider %
Central Asia	44	29	21	20	15
East Asia and the Pacific	49	26	21	20	17
Eastern Europe	48	24	18	17	14
Latin America and the Caribbean	50	30	21	16	13
Middle East and North Africa	50	28	18	16	15
North America	52	27	21	17	15
South Asia	52	28	21	19	17
Sub-Saharan Africa	48	29	20	15	14
Western Europe	48	27	20	18	16

Source: The Future of Jobs, pages 109-125

Appendix C:

Annual number of training hours spent by employee worldwide in 2016 by training hour.

Area	Four to six hours	Seven to 10 hours	More than 10 hours
Individual competencies	34%	13%	17%
General business acumen	27%	8%	9%
HR legal	19%	6%	3%
Ethics	22%	5%	6%
Sales	20%	12%	18%
Product/service knowledge	26%	13%	31%
Technical skills	24%	16%	33%
Soft skills	34%	15%	12%
Compliance/regulatory	24%	11%	14%
Team development	29%	13%	14%
Leadership	24%	15%	23%

Source: 2017 Training Budget Benchmarks and Optimizations, Page 9