EFFECTIVENESS OF TRAINING INTERVENTIONS AND ORGANIZATIONAL CHARACTERISTICS ON TERRITORY SALES MANAGERS’ PERFORMANCE AT AIRTEL KENYA.

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A Research Project Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Business Administration (MBA), School of Business, University of Nairobi

November, 2013
DECLARATION

This management research project is my original work and has not been presented for
award of a degree in any other university.

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This research project has been submitted for examination with my approval as university
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ACKNOWLEDGEMENTS

I acknowledge the sovereign presence and help of the Lord God Almighty as I did this study. Special thank to my dear husband, Tom Cephas, whose invaluable advice, encouragement, unwavering support and love cannot be over-emphasized. To our children, Tony, Maxwell and Angel, I say ‘thank you’ for allowing me to complete the study with your support and love. I appreciate my parents, Mr and Mrs. Sosnes Imbadu for being there for me.

I am further grateful to the MBA students of the University of Nairobi (UoN), UoN support staff and lecturers who provided valuable feedback at various stages of the study. I appreciate in a special way the efforts of my supervisor, Dr. Raymond Musyoka, who tirelessly provided valuable information and useful advice, encouragement and insights that culminated in to the drafting and final preparation of this research project.

Special thanks goes to the entire Airtel Kenya Sales and Distribution team for the invaluable support and encouragement. My appreciation goes to Neil Suares (Commercial Director Airtel Kenya) who always kept me on my toes, Frank Mutua (Airtel Kenya Zonal Business Manager) and Peter Mutuku (Airtel Kenya Zonal Sales Manager) who provided invaluable advice to me. A big ‘thank you’ to Brian Kisila (Airtel Kenya Head of Sales) who ensured I did not sleep too much but woke up very early daily to work in a focused and enthusiastic manner. I appreciate my colleagues Felix Omamo, Churchill Ododa, Paul Ooga, Waweru Kanja and Deepak Kataria for their support in all ways. Moreover, I am grateful to the many people who have been so enormously helpful in the process of research and the final preparation of this study.
DEDICATION

This research project is dedicated to;

The Almighty God for his steadfast love upon me

My awesome husband; Tom Cephas

Dear sons: Antony Benjamin Cephas and Daniel Maxwell Cephas

Lovely daughter: Anne Charity Angel Cephas
<table>
<thead>
<tr>
<th>Abbreviation</th>
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<tr>
<td>ACSU Found</td>
<td>Airtel Centum Sales University Foundation training</td>
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<td>ACSU PSS</td>
<td>Airtel Centum Sales University Professional Selling Skills</td>
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<td>AM</td>
<td>Airtel Money</td>
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<td>CCK</td>
<td>Communications Commission of Kenya</td>
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<td>CP</td>
<td>Channel Partner</td>
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<td>GA</td>
<td>Gross Additions</td>
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<td>KPI</td>
<td>Key Performance Indicator</td>
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<td>TSM</td>
<td>Territory Sales Manager</td>
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<td>TPSM</td>
<td>Territory Performance Sales Management</td>
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<td>PSS</td>
<td>Professional Selling Skills</td>
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<td>ZSM</td>
<td>Zonal Sales Manager</td>
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<td>ZBM</td>
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ABSTRACT

A number of organizations including Airtel Kenya invest in resources for training their employees, more so the Territory Sales Managers because of several perceived benefits; increase in morale which results in increased productivity thus leads to the bottom line – profits (Green et al., 2000). This project is seeking the causal effect of training interventions and organizational characteristics perceived effectiveness on Territory Sales Managers’ performance at Airtel Kenya. In this study, the researcher ventured out to survey by literature review as well as actual data collection and analysis of the effectiveness of training interventions and organizational characteristics on territory sales managers’ performance at Airtel Kenya. Since it was a case study, interview guides were used to collect the primary data which was then analyzed using multiple regression models because there were two independent variables i.e. the training interventions and organizational characteristics. The study identified training intervention and organizational characteristics as critical factors for financial performance. It further reveals that the interactions of the two factors create an impetus for TSM performance and therefore Airtel Kenya should adopt strategies to enhance these two areas. The findings may also form baseline information for future and further research. The study further recommends that for an improved performance of Territory Sales Managers (TSMs), there should more field training for the TSMs, these trainings should be continuous, training reports should be issued out on a weekly basis, training content to be more deeper (not basic), and Channel Partners should as well be trained. More studies should equally be done on the influence of sales people motivation on performance and how socio-economic, environmental and cultural factors affects their performance.
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CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

In order to sustain economic growth and effective performance of organizations worldwide, it is important to optimize the contribution of employees to the aims and goals of that firm. The importance of training as a central role of management has long been recognized by a number of writers. Training is designed to provide learners with the knowledge and skills needed for their present job (Harrison & Shirom, 1999) because few people come to the job with the complete knowledge and experience necessary to perform their assigned job. Becker & Barry (1996) provide a systematic explanation of investment in human capital and associated productivity, wages, and mobility of workers. Such investment not only creates competitive advantages for an organization (Salas & Cannon-Bowers 2001), but also provides innovations and opportunities to learn new technologies and improve employee skills, knowledge and firm performance. In fact, there is an increasing awareness in organizations that the investment in training could improve organizational performance in terms of increased sales and productivity, enhanced quality and market share, reduced turnover, absence and conflict concludes Salas & Cannon-Bowers (2001).

Organizations operate in external environment i.e. the Socio-cultural, economic, political, and technological and the ecological environment is dynamic and keeps on changing at a very drastic rate. These external environmental changes shape opportunities and challenges facing organizations in Kenya. Thus, there is need for organizations to keep on adjusting to these changes in order to remain successful in future (Jobber & Lancaster, 2012). Marketers in Kenya have been forced to develop competitive marketing strategies that will enable their organizations to be a cut above
the rest as pointed out by Swartzlander (2004). Armstrong & Kotler (2012) are also in agreement with Swartzlander (2004) that competitive marketing strategies deployed by organizations will give them an advantage over the rest. This has forced the Sales and Marketing team of Airtel Kenya to embark on strategic marketing planning which is the continuous process of developing and implementing marketing strategies to achieve specific marketing objectives, which in turn will lead to the attainment of an Airtel’s overall objectives.

1.1.1 The Concept of Sales Force training interventions

Harrison and Shirom (1999) defined training as a process of assisting a person to enhance his efficiency and effectiveness to a particular work area by getting more knowledge and skills through practice. Sales force training as viewed by Venugopa (2009) is the planned and systematic modification of behavior through learning events, activities and programs which results in the sales people achieving the level of knowledge, skills, competencies and abilities to carry out their sales job effectively. Sales force training plays an important role in organizations as stated by Vieria (2008). Training sales people increases their performance, resulting in increased sales by preparing sales people to maximize the effectiveness of each customer encounter and by teaching sales people a systematic selling process which makes it easy for them to apply specific techniques based on customer-initiated buying signals. Moreover, sales force training improves customer relationship by helping sales people understand their customers’ underlying buying motivations thus communicating the same feedback to the Marketing team who design products based on the customers’ needs as a stipulated by the societal marketing principle (Kibera & Waruingi, 2007).
In addition to that, sales force training enables the exploration of the hidden talent of the sales person as well as it detects the sales person who requires further support or training. Lastly, this training helps the sales person to appreciate his professional role thus motivating him in the long run (Harrison and Shirom, 1999).

Vieria (ibid) argue that the recognition of the importance of sales force training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development more so the sales people is considerably emphasized.

1.1.2 The Concept of Organizational Performance

This is an analysis of a company's performance as compared to its goals and objectives. Within corporate organizations, there are three primary outcomes analyzed: financial performance, market performance and shareholder value performance (in some cases, production capacity performance may be analyzed). Training may lead to the organizational performance which might be measured in financial and non-financial terms (Hsu et al, 2007).

In terms of financial measurement, the performance can be the percentages of sales resulting from product sale, profitability, capital employed Return on Assets (ROA) (Selvarajan et al, 2007; HSU et al., 2007). Besides Return on Investment (ROI), Earnings per share (EPS) and Net Income after Tax (NIAT) can also be used as measures of financial performance (Grossman, 2000). Interestingly, researchers also tend to benchmark managerial accounting indicators against the financial measures in five dimensions; ‘workers compensation (workers compensation expenses divided by sales); ‘quality’ (number of errors in production) ‘shrinkage’ (e.g. inventory loss,
defects, defects, sales return); ‘productivity’ (Payroll expenses divided by output); ‘operating expenses (total operating expenses divide by sales) (Wright et al, 2005). On the other hand, firm productivity can be measured using non-financial measures like ‘perceived performance approach’) also referred to as subjective performance measure) while Likert-Like scaling is used to measure firm performance from the top management perspective from the top management point of view (Selvarajan et al, 2007)

1.1.3 Overview of the Telecommunication Industry in Kenya

The telecommunications Industry in Kenya is well developed having two major players - Safaricom and Telkom Kenya. Safaricom is the clear market leader in the mobile services segment while Telkom Kenya is the major player in the fixed line telecom segment according to the Communication Commission of Kenya (CCK) sector report for Jan – April 2013. Currently there are four main providers of mobile cellular services in Kenya i.e. Safaricom Limited, Essar Telecom Kenya Limited, Airtel Networks Kenya Limited and Telkom Kenya Limited.

According to CCK statistical report for quarter 3 (January – March 2013) posted in appendix 2, the number of mobile subscribers in Kenya stands at 29.8 million. These subscribers are distributed as follows; Safaricom has 19,421,350 subs, Airtel Networks Kenya Limited has 5,052,069 subscribers, Essar Telecom Kenya Limited has 3,247,930 while Telkom Kenya Limited (Orange) has 2,127,987 which translates to a market share of 65%, 17%, 11% and 7% respectively for each of the mobile phone providers.
1.1.4 Overview of Airtel Kenya

Airtel Networks Kenya Limited is part of the larger Bharti conglomerate which started its telecom services business by launching mobile services in Delhi (India) in 1995. The Bharti group comprises of companies like Bharti Infratel Ltd, Bharti AXA Life Insurance Company, Telecom Seychelles Ltd, Comviva Technologies Ltd, Centum Learning Ltd amongst others. Airtel Networks Kenya Limited was launched in Kenya in 2000 as Kencell, rebranded as Celtel then rebranded to Zain in 2008 and finally Airtel in 2010. The core products offered by Airtel are voice and SMS. In addition to that, Airtel also offers other value added services including; Airtel Money, One Network, blackberry devices and services, International roaming, local and international text messaging, 24-hour customer care centre, Internet access, directory enquires, SMS information services, mobile top up and Me2U services.

The Airtel Kenya sales and distribution department is further divided into zones lead by Zonal Sales Managers. These zones are further subdivided into territories. Currently, there are seven zones; Nairobi City, Eastern, Coast, Central, Rift Valley, Nyanza and Western. Nairobi City is divided into 22 territories manned by eight Territory Sales Managers (TSM), Eastern has 12 territories commanded by six TSMs, Coast has 14 territories with six TSMs, Central has 16 territories manned by seven TSMs, Rift Valley has 13 territories with six TSMs, and Nyanza has 14 Territories with 7 TSMs while Western has 21 territories with seven TSMs.

Kotler (2000) elucidates that market segmentation is the process of dividing a potential market into distinct subsets of consumers with common needs or characteristics and selecting one or more segments to target with distinct marketing
mix. Airtel Kenya has subdivided its target market into the youth, SME and enterprise, mass and high value customer segment because of the diversity in the Kenyan marketplace. These strategies are meant to assist Airtel achieve its vision ‘by 2015 Airtel will be the most loved brand in the daily lives of Kenyans.’ Johnson, Scholes & Whittington (2008), point out that strategy is the direction and scope of an organization over the long term, which achieves advantage in a changing environment through its configuration of resources and competences with the aim of fulfilling stakeholder expectations. One of the challenges Airtel is currently facing is the low market rate as depicted by the CCK sector report for Jan – April 2013. This report indicates that out of the 29,849,336 subscribers in the country, Airtel has only 5,052,069, a 17% market share. The same report indicates that Airtel’s voice market share for the same period is 11.5%; short message sent (SMS) market share is 3.9% while its data market share is 11.2%. Airtel’s sales force’s quota achievement are directly linked to its market share in terms of voice market share as well as SMS market share which are a precedent for revenue generation to the organization.

1.2 The Research Problem

The knowledge and skills of workers acquired through training has become important in the face of the increasingly rapid changes in technology, products, and systems. Most organizations invest in training because they believe that higher organizational performance will result from training interventions (Alliger, et al. 1997; Kozlowski, et al. 2000). However, the theoretical framework for the relationship between training and firm performance has been subject to considerable debate. Chapman (1993) has pointed out that a major development in the theory of training is the distinction between training relevant to a wide variety of tasks and training which is more specific
to the job and firm—general training and specific training. General training raises a worker’s future productivity not only in the firm providing it, but also in other firms in the labour market. Therefore, general training may be arranged in a formal education group because it is valuable to a wide range of employers and can be obtained in other ways than training in the firms. In contrast, specific training raises the worker’s productivity only in the firm providing it either because they have special methods or because they use equipment with which workers must become familiar. The returns on specific training might be lost when the relationship between employer and worker dissolves. Thus, specific training is clearly associated with turnover. When employers expect workers to be with the firm for a long time, they will offer training for workers since there is a longer period in which the firm can receive returns from their investment.

Vieira (2008), adds that to set the stage for any sales training program, it is vital to lay the foundation for the sales force to provide a big picture explaining the importance of the training to them, where they are given information that allows them to feel confident about the products and being in a position to think for themselves and on their feet when they are in front of the customer. For some organizations, the product line may be so extensive that it would be impractical to include every product in one training session. Vieira (2008) suggests that the training should incorporates the information from the best selling products then direct the learners to this information for the other products. Some of the sales men many not look at the information at that time but will refer to the information once they are approached by a customer who asks them a question related to that product.
Salas & Cannon-Bowers (2001) says that there are some obstacles to sales training including the fact that some top management not dedicated to sales training, lack of buy-in from frontline sales managers and salespeople, salespeople’s lack of understanding of what training is supposed to accomplish and salespeople’s lack of understanding regarding application of training to everyday tasks. Njenga (2010:6) in his study on the Mobile Phone Banking usage experiences in Kenya highlights issues on the mobile banking user capacity and empowerment where it is noted that ‘the Kenyan users are fairly curtailed by not being fully conversant with all they can accomplish through the mobile phone.’ He adds that ‘deliberate interventions must be undertaken to successfully ensure that the targeted persons particularly the rural residents and females are empowered not only with technology but with skills and finance as well’ (Njenga, 2010:6).

In their study on mobile phone usage at the Kenyan base of the pyramid, Otieno & Grosskurth (2012) in discussing the opportunities and challenges in the Kenyan mobile eco – system indicated that the needs of the various stakeholders are different. For instance the mobile phone developers have different needs compared to the needs of the mobile phone users and also compared to the needs of the Government. Thus no particular study has been done to understand the effectiveness of training and organizational characteristics on the performance of Territory sales managers at Airtel Kenya. Therefore, this study endeavors to answer the question; What is the effectiveness of training interventions and organizational characteristics on the performance of Territory Sales Managers at Airtel Kenya?
1.3 Research Objective

The objective of this study is to examine the effect of training interventions and organizational characteristics on the performance of Territory Sales Managers’ at Airtel Kenya.

1.4 The value of the study

A number of parties will benefit from this study, including but not limited to academicians, corporate, government and consumers. To the academicians, this research will help in increase knowledge as well as help them gain more awareness on the relationship between training interventions, organizational characteristics and sales force performance. Moreover, the academicians can consider coming up with training interventions whose theory will influence practice thus preparing candidates who are ready to put what they have learnt in theory into practice thus ensuring there is no much gap between theory and the practice in the industry.

This research will help corporates to solve existing problems and challenges in relation to the performance of their sales force. Most people often make hasty verdicts without dedicating their time to find tangible information to help back their findings so this research will help in solving those problems. Moreover, this research will have inference for project and policy implementation for organizations starting with Airtel Kenya.

For the Government, this research shall help them in decision making because the evidence gathered from the research will be reliable. This will help the Government to consider the risks or consequences of making a verdict with sufficient evidence when coming up with legislation and by laws.
To the consumers, this research will be used by job hunting team to prepare themselves to take up roles in the sales function from a more informed level in terms of what can be used to improve their productivity. In addition to that, it will also help them filter the kind of organizations they would like to work in because of the awareness that the organizational characteristics could influence their performance.

1.5 Limitations of the study

The researcher encountered various challenges when conducting the study that included the fact that the Airtel Kenya staff ordinarily did not want to give information due to client confidentiality. In addition, some of the interviewees did not find the subject to be of interest to them. Additionally, some respondents were hesitant to give the information as they considered it would be used by the Human Resource during the performance appraisal. The respondents being normally very busy people did not have a lot of time to be interviewed. Since the research was conducted via open-ended interviews, a large amount of time was required to collect information from the respondents. Time limitation made it impractical to include more respondents in the study. This study was also limited by other factors in that some respondents may have been biased or dishonest in their answers. More respondents would have been essential to increase the representation of the Airtel Kenya Sales and Distribution team in this study and allowed for better check of consistency of the information given. However, the researcher did look for contradictions in the information given and no inconsistency was found.
CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter will explore the various research works in relation to the research question related to training interventions and organizational characteristics effectiveness on the performance of sales force in organizations. It will cover the areas of sales training, purpose of sales training and the various training techniques. This chapter also covers the influence of training on the morale of sales force as well as the influence of Organizational Characteristics on Sales Force Performance

2.2 Theoretical Foundation of the study.

This study will be guided by two main theories related to training; the Bloom’s taxonomy theory as well as the Kirkpatrick’s learning and training evaluation theory. Bloom's Taxonomy was created in 1956 under the leadership of educational psychologist Dr Benjamin Bloom in order to promote higher forms of thinking in education, such as analyzing and evaluating, rather than just remembering facts (rote learning). The theory identified three domains of educational activities or learning (Anderson et al, 2000) i.e cognitive: mental skills (Knowledge), Affective: growth in feelings or emotional areas (Attitude or self) and psychomotor: manual or physical skills (Skills).

The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories under the cognitive domain; the knowledge category (recalls data or information), comprehension (state a problem in one's own words.), application
(applies what was learned in the classroom into novel situations in the work place),
analysis (separates material or concepts into component parts so that its organizational
structure may be understood), synthesis (put parts together to form a whole, with
emphasis on creating a new meaning or structure) and the evaluation category (make
judgments about the value of ideas or materials).

The affective domain (Krathwohl, Bloom, Masia, 1973) includes the manner in which
we deal with things emotionally, such as feelings, values, appreciation, enthusiasms,
motivations, and attitudes. The five major categories are the receiving phenomena
(awareness, willingness to hear, selected attention), responding to phenomena
(attends and reacts to a particular phenomenon. Learning outcomes may emphasize
compliance in responding, willingness to respond, or satisfaction in responding;
motivation), valuing (the worth or value a person attaches to a particular object,
phenomenon, or behavior. This range) organization (organizes values into priorities
by contrasting different values, resolving conflicts between them, and creating a
unique value system) and internalizing values or characterization (has a value system
that controls their behavior. The behavior is pervasive, consistent, predictable, and
most importantly, characteristic of the learner)

The psychomotor domain (Simpson, 1992) includes physical movement,
coordination, and use of the motor-skill areas. Development of these skills requires
practice and is measured in terms of speed, precision, distance, procedures, or
techniques in execution. The seven major categories are perception (awareness), set
(readiness to act. It includes mental, physical, and emotional sets), guided response
(adequacy of performance is achieved by practicing), mechanism (learned responses
have become habitual and the movements can be performed with some confidence
and proficiency.), complex overt response (performing without hesitation, and automatic performance), adaptation (skills are well developed and the individual can modify movement patterns to fit special requirements) and origination (learning outcomes emphasize creativity based upon highly developed skills).

The Kirkpatrick’s learning and training evaluation theory has four levels of training evaluation: reaction, learning, behavior and results as outlined by Kaufman (2000). The reaction level measures how your trainees reacted to the training. It's important to measure reaction because it helps the trainer understand how well the training was received by the trainees. It also helps the trainer improve the training for future trainees, including identifying important areas or topics that are missing from the training. At the learning At level, what the trainees have learned is measured including how much has their knowledge increased as a result of the training. Learning is measured in different ways depending on the training objectives, and depending on whether the training was interested in changes to knowledge, skills, or attitude. It's important to measure this, because knowing what the trainees are learning and what they aren't will help the trainer improve future training. At the behavior level, the trainer evaluates how far the trainees have changed their behavior, based on the training they received. Specifically, this looks at how trainees apply the information. It's important to realize that behavior can only change if conditions are favorable. At the result level, the trainer analyzes the final results of the training. This includes outcomes that the trainer has determined to be good for business, good for the employees, or good for the bottom line.
2.3 Sales training

Training is the process in which skills, behaviors and attitudes are altered in an employee polishing of his previous skills. Armstrong & Kotler, (2012), articulates that sales training is the effort an employee puts forth to provide sales people job-related culture, skills, knowledge, and attitudes that should result in improved performance in the selling environment. According to the two, sales training is designed to change or reinforce behavior that makes salespeople more efficiently achieve their job goals. Sales people are trained to perform activities they would not normally undertake. In addition, training is used to reinforce currently successful sales people. According to Becker and Barry (1996), training is the process of transferring information and knowledge to employees and equipping employers to translate that information and knowledge into practice with a view to enhancing organization effectiveness and productivity and the quality of the management of people. It also means that in that in organizational development, the related field of training and development deals with the design and delivery of workplace learning to improve performance.

It is important that top management supports training and provides an environment that is conductive to continued learning and growth and learning should be on ongoing basis Therefore, for an organization to be competitive, training should be a continuing process which in long term is beneficial to both the employee as well as organizational output. Training of employees is important for Organizational productivity as well as for the organizational success. Organizations strongly desire to promote values such as trust creativity, Quality in their employees and for that proper training is necessary (Becker & Barry, 1996).
On the same note, Jobber and Lancaster (2012) feel that a typical training program for sales force needs to cover the company products, sales process, sales strategies as well as the follow up Process. Product knowledge is the knowledge of a product or service that the organization is offering. A sales person could be seasoned professional with many years of sales experience. However, if he has newly joined an organization, or if the organization has newly launched a product, he needs to learn and understand the features and benefits of the product before approaching a prospective customer. Organizations need to have a mechanism in place to make sure that sales team is kept up to date with product information. Therefore, this forms the main features of a sales training.

The sales person has to learn the sales process which typically has the five stages; establishing a relationship with the customer, analyzing the needs of the customer, making a recommendation to satisfy those needs, completing the sales process by taking a commitment and ensuring prompt delivery of the service and follow-up with the customer for any feedback. These stages remain more or less the same for any product or service. However, organizations need to tailor these stages for their specific requirements and sensitize the sales force about their importance. The sales team needs to thoroughly understand the sales process in order to effectively execute it (Jobbe & Lancaster, 2012).

A sales person should be trained on sales strategies for that organization because every organization will have its own strategy to sell a product or a service depending on its core mission (Sales personnel need to be guided with role plays or examples as to how to employ these strategies to promote their products or services (Jobbe &
Lancaster, 2012). For example, an organization’s strategy could be focusing on dealers or distributors rather than individual customers. Yet another strategy could be using direct marketing or through outbound marketing. Sales team need to understand the strategies of the organizations and the systems that are in place. They will need to require appropriate training so that the sales force is in sync with the organizational strategy.

The sales person should be trained on the follow up Process: The sales process does not end with obtaining the order. Every organization will have its own process and procedures that need to be adopted to complete a sale. Some of them could be very important regulatory requirements especially when providing services such as insurance. Apart from this there will be many internal documents that need to be completed or filled as a part of the sales process. These procedures have been adopted for securing the interests of the organization as well as the customer. Hence the sales personnel need to be duly trained in these processes. Most organizations normally focus on product training and soft skills training for the sales personnel. However, having a training program which covers all the above aspects would be truly comprehensive and empowering for a sales person continues Jobbe & Lancaster (2012).

2.1.1 Purpose of sales Training

The specific purpose of training involves more than improving general sales volume. These tend to relate to the type of training a company offers and includes; increasing customer satisfaction, helping sales people become managers, orient new sales people to the job, improving knowledge in areas such as product, company, competition or
selling skills, lowering absenteeism and turn over, positively influencing attitudes in such areas as job satisfaction, lowering selling costs, informing sales people, obtaining feedback from the sales people and increasing sales in a particular product or customer category. Yet, the primary purpose of training is an ‘investment’ in the sales organization’s most valuable resource; its salespeople. Training is an ongoing process and the responsibility of the trainee, trainer and the organization says Johnston and Marshall (2013).

2.1.2 Training Techniques

A multitude of techniques are used to train employees. Training techniques represent the medium of imparting skills and knowledge to employees. Training techniques are means employed in the training methods. Johnston and Marshall (2013) describes the various training techniques. Classroom training for the sales people can be in the form of lecturers, discussions, exercises and role plays; this involves getting the sales people together in a room for a certain length of time. The power of multimedia computing to educate, inform and entertain all at once is contributing to a revolution in sales training. Computer-based training programs or “e-learning solutions methods range from innovative point of purchase sales demonstration to electronic brochures on disks and CD – ROM concludes Wright et al (2005).

Lecturing is the verbal presentation of information by an instructor to a large audience. The lecturer is presumed to possess knowledge about the subject. A virtue in this method is that it can be used for large groups and hence the cost of training per employee is very low. However, this method violates the principle of learning by practice (Johnston & Marshall (2013).
On the job training is used primarily to teach workers how to do their present jobs. Majority of the industrial training is on the job training. It is conducted at the work site and in the context of the job. Often, it is informal, as when experience worker shows a trainee how to perform tasks. In this method, the focus of trainer is on making a good product and not on good training techniques. It has several steps; the trainee first receives an overview of the job, its purpose and the desired outcomes. The trainer then demonstrates how the job is to be performed and to give trainee a model to copy and since a model is given to the trainee, the transferability to the job is very high. Then the employee is allowed to mimic the trainer’s example. The trainee repeats this job until the job is mastered asserts Wright et al (2005).

Computer Assisted Instruction (CAI) is an extension of the Programmed Instruction method. In this method, the learner’s response determines the frequency and difficulty level of the next frame. This is possible thanks to the speed, memory and the data manipulation capabilities of the computer. Simulation is any equipment that duplicates as nearly as possible the actual conditions encountered on the job. It is an attempt to create a realistic scenario for decision making (Selvarajan et al, 2007). Vestibule training utilizes equipment which closely resembles the actual ones used on the job. It is performed in a special area set aside for the purpose and not at the workplace. The emphasis is placed on learning skills than on the production. It is however difficult to duplicate pressures and the realities of actual situations. Even though the kind of tension or pressure may be the same but the employee knows it is just a techniques and not a real situation. Also the employee behaves differently in real situations than in simulations and additional investment is required for the equipment (Selvarajan et al, 2007).
According to Selvarajan et al (2007), case study is a written description of the actual situation in the business, which provokes the reader to think and make decision/suggestion. The trainee reads the case, analyze it and develop alternative solutions, select the best one and implement it. It is an ideal method to promote decision making skills. They also provide transference to an extent. They allow participation through discussion. This is the most effective method of developing problem solving skills. This method/approach to analysis may not be given importance. Many a times only the result at the end of the case may be considered and not the line of thinking to approach it. This is a major disadvantage since case studies must primarily be used to influence or mend the attitude or thinking of an individual.

Role playing and behavior modeling method mainly focuses on emotional (human relation) issues than other ones. The essences are on creating a real life situation and have trainees assumed parts of specific personalities (mostly interchanged roles of boss and subordinate to create empathy for one another). The consequence is better understanding of issues from the other’s point of view. Concept of behavior modeling is that fundamental psychological process by which new patterns of behavior can be acquired and existing ones altered. Sensitivity training uses small number of trainees usually less than 12 in a group. They meet with a passive trainer and get an insight into their own behavior and that of others. These meetings have no agenda and take place away from the workplace. The discussions focus on why participants behave the way they do and how others perceive them. The objective is to provide the participants with increased awareness of their own behavior, the perception of others about them and increased understanding of group process (Wright et al, 2005).
Wright et al, (2005) asserts that apprenticeship and coaching involves learning from more experienced employees. This method may be supplemented with other off-the-job methods for effectiveness. It is applied in cases of most craft workers, carpenters, plumbers and mechanics. This approach uses high levels of participation and facilitates transferability. Coaching is similar to apprenticeships and it is always handled by a supervisor or trainer. The person being trained is called understudy. It is very similar to on the job training method though in the latter case, more emphasis is laid on productivity, whereas here, the focus is on learning. In this method, skilled workforce is maintained since the participation, feedback and job transference is very high. Immediate returns can be expected from training and this is almost as soon as the training is over the desired outcome can be seen in the trainee.

Hsu (2007) asserts that field training is an on job training where the sales trainer makes calls on customers and potential customers shoulder to shoulder with your sales people in their sales area / territories. Field training with the field sales trainer has the advantage of building on the strengths of the sales people and accurately pinpointing areas needing further development. Field training with the field sales coach can be compared with training in the battlefield under live fire. This field training with the field sales trainer enables; training to take place in live situations, accurately pinpointing actual training needs, improved trainee confidence, sales ability is improved while training, trainee is motivated for future success, new areas introduced for more efficient selling and this field training leads to rapid results.

The end product of field training with the field sales trainer is a motivated sales person who reaches their true potential and enjoys selling. The benefits to the
employer are obvious and can include increased sales, increased profits and a reduction in training costs. This type of training is suitable for all external sales people. The field sales trainer will work successfully in the field with anyone who comes face to face with customers or potential customers to ensure your staff never miss a sales opportunity (Hsu, 2007).

2.2 The influence of training on the morale of sales force

Closely tied to turnover is the matter of morale. Becker & Barry (1996) articulates that People who are thrust into the business world without proper training or preparation are likely to suffer from poor morale. Lack of purpose in life leads to poor morale. Hence, a major objective of a sales training program should be to give trainees some idea of their purpose in the company and in society and giving them product or service knowledge, market/Industry orientation, selling skills, time and territory management, legal and ethical issues, technology and specialized topics training to boost the sales force morale.

2.3 The influence of Organizational Characteristics on Sales Force Performance

There are four sets of organizational characteristics that could influence the sales force performance in an organization; organizational culture, organizational climate, human resource systems and market characteristics. Organizational culture has been defined as the set of shared assumptions and beliefs about an organization and its function in the market place or ‘the ways of thinking, behaving, and believing that members of a social unit have in common.’ As such, culture has been commonly treated by organizational researchers as asset of cognitions shared by members of a social unit. An organization’s culture plays a key role in strategy formulation, firm performance and competitive advantage. Culture may also have indirect effects on
performance in benefiting other aspects of an organization (Swartzlander, 2004) For example organizational culture is linked to service quality and employee performance, both of which have been identified as fundamental links to subsequent consumer and financial success indicators. There are four types of cultures found in organizations; cooperative, competitive, passive and aggressive culture as described below by Venugopa (2009). In a cooperative culture, members of organizations with cooperative cultures are encouraged to set goals, take initiatives, and work together to attain personal and organizational objectives. Cooperative norms encourage behaviors such as goal attainment, enjoying one’s work, and maintaining one’s personality integrity and standards.

In organizations with competitive cultural norms, members are typically rewarded for taking charge and being in control. In such organizations, winning is often highly valued and members are rewarded for outperforming each other. Such an approach has been used effectively in designing salesforce incentives and other compensation schemes. A competitive culture encourages decisiveness, rewards achievement, and creates an environment of high expectations. On the other hand, an overly competitive culture can inhibit effectiveness by reducing cooperation and promoting unrealistic standards of performance (Venugopa, 2009). In organizations where passive culture dominates, conflicts are avoided and members feel as if they must agree with, gain the approval of, and be liked by others. Such organizations tend to be conservative, traditional, and bureaucratically controlled, where members are expected to follow the rules and make a good impression. This type of work environment can limit organizational effectiveness by minimizing constructive expression of ideas and opinions, suppressing innovation, and stifling flexibility.
Venugopa (2009) adds that in an aggressive culture, aggressive norms minimize influence at lower levels by emphasizing adherence to directives and authority. Aggressive norms promote such behaviors as procrastination, inflexibility following rules and procedures, waiting for directions from superiors before acting, and could also cause service quality to become confused with winning power and pointing out the flaws of others.

Organizational climate reflects the way that organization operationalizes their culture in their daily routines and behaviors. It represents workers perception of their objective work situation, including the characteristics of the organization they work for and the nature of their relationships with other people while doing their job. Issues regarding communication, supervisory interactions, and job design are key drivers of the climate within an organization.

Communication within the organization is critical to disseminate information and create an environment where employees feel valued. In addition, employees’ perception of supervisory behavior has considerable impact on their work attitudes. Effective job design and empowerment enable employees to act on behalf of the customer, improve decision making, and increase autonomy, all of which should lead to greater job satisfaction (Johnston & Marshall, 2013). Malhotra (2008) stands to reason that certain market characteristics may influence employee attitudes, as well as customer and financial outcomes. In particular, an organization’s size in terms of employee number, the size of the market in which the organization operates, and the competitive environment, are all factors that can potentially impact the performance of the TSMs.
Higher levels of customer satisfaction have been found to lead to higher levels of customer retention and loyalty. Products and services that provide higher satisfaction have higher proportion of repeat business and higher gross margins, in addition to reduced acquisition costs and increased long term revenues (Kibera & Waruingi, 2007).

In addition to customer satisfaction, another customer response that is of distinct interest is frequency of purchase and use in the product category. Malhotra (2008) indicates that it is typically hypothesized that those customers who use more of your product or service are more likely to continue to do so in the future; a factor attributed to the outcome of sales force training. This improvement in usage should then result in improved financial performance of a firm.

2.3 Sales Force Performance

Many firms are critically dependent on their sales force transactions. The results achieved by the sales force are dependent upon its size, geographic break up and the allocation of the individual sales person’s time to specific types of consumers and to specific product line items. Within an organization, sales force are usually broken down into regions and then further into districts and often each sales person has an exclusive territory in which to sell the product line of the firm through periodical calls on current and potential clients. While overall sales objective are determined by upper management, the detailed operations of a sales person are usually planned using a ‘bottom up’ approach. With a district manager, each sales person evaluates the likely sales to the customers and prospects in their territory. Sales goals and quotas are set, and, when these are combined with those of the other sales people in the district,
district sales forecast results. This forecast in turn can be aggregated with those of other districts to generate a national sales forecast. If the national forecast does not match the national sales goal, the individualized quotas can be adjusted. When the current salespeople are judged to be operating near their utmost capacity, sales people may be added and territories realigned (Chonko et al 2002).

Chonko continues by saying that the basic unit of measurement is either the individual purchasing account of the individual sales person’s territory, and the responses of these units to the number of sales calls are either estimated or subjectively determined. Knowledge of these response functions allows organizations to plan the allocation of each salesperson time and to realign sales territories. Within any individual salesperson’s territory, the allocation of a salesperson’s time to customers and the prospects and across the organization’s products need not be controlled by these direct allocation methods. Assuming that each salesperson knows his territory better than anyone else in the firm, a compensation scheme which allows simultaneous maximization of the sales person’s and firms objectives will lead the sales person to allocate time such that it maximizes the firm’s profit. The purpose of sales force performance evaluation as pointed out by Churchill et al (2005) include; to ensure that the compensation and other reward disbursements are consistent with actual salesperson performance, to identify salespeople that might be promoted, to identify salespeople whose employment should be terminated and to supply evidence to support the need for termination, to determine the specific training and counseling needs of individual salespeople and the overall sales force, to provide information for effective human resource planning, to identify criteria that can be used to recruit and select salespeople in the future, to advise salespeople of work expectations, to
motivate salespeople, to help salespeople set career goals, to relate salesperson performance to sales organization goals, to enhance communications between salesperson and sales manager and to improve salesperson performance.

The sales people performance evaluation is mostly done on an annual basis where most combine input and output criteria which are evaluated using quantitative and qualitative measures as articulated by Chonko et al (2002). When used, performance standards or quotas are set in collaboration with salespeople and many assign weights to different objectives and incorporate territory data. A number of organizations use multiple sources of information and these evaluations are conducted by the field sales manager who supervises the salesperson. At the end of the evaluation session, a written copy of the review and personal discussion is signed by the sales person and by his supervisor and handed over to the human resources department for implementation. Some of the Key Issues in evaluating and controlling salesperson performance include outcome-based perspective where the focus is on objective measures of results with little monitoring or directing of salesperson behavior by sales managers e.g. little monitoring of people, little managerial direction of salespeople and straightforward objectives measures of results.

The other issue is the behavior based perspective which incorporates complex and often subjective assessments of salesperson characteristics and behaviors with considerable monitoring and directing of salesperson behavior by sales managers where there is considerable monitoring of salespeople, high levels of managerial direction of salespeople and subjective measures of salesperson characteristics, activities, and strategies. The dimensions of salesperson performance evaluation are
the behavioural, results, professional development and profitability. The method used should ensure the evaluation is job relatedness, reliable, valid, standard, practical, comparable and usefulness.
CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter focused on the research method or approach used in achieving the objectives of the study. This chapter specifically covered the scientific research method that was used for conducting this study. This included the research design, the respondent’s details, data collection method as well as the data analysis methodology.

3.2 Research Design

The study adopted a descriptive survey design. Descriptive research design was appropriate for this study because of the cross sectional nature of the data collected and the comparative analysis inherent in the topic.

3.3 Respondent

This research study was a case study so instead of population, respondents (TSMs) drawn from the Airtel sales zones were interviewed. These zones were Nairobi City, Eastern, Central, Rift Valley, Western, Nyanza and Coast. Airtel has 58 TSMs deployed across the country. Two TSMs from each of these zones were be interviewed totaling to 14 which was a 24% representation of the entire respondents. Mugenda wa Mugenda (2003) explained that the respondents should have observable characteristics to which the study intends to generalize the result of the study.

3.4 Data Collection

The study relied on both primary and secondary data. Primary data was collected from the TSM sample directly by the use of interview guide. The respondents TSMs were from all the seven zones of Airtel Kenya (Nairobi City, Eastern, Coast, Central, Rift
Valley, Nyanza and Western). The TSMs performance was measured in reference to their sales quotas i.e. primaries, Gross addition, Sim selling outlets, Airtel Money agents and decrement quota. How organizational characteristics in terms of organizational culture, organizational climate, market characteristics and organizational leadership influence the TSMs performance were equally be measured. This data collected was useful in answering the main research question after it had been analyzed.

### 3.5 Data Analysis

In this research, regression analysis method was used to analyze the data collected; specifically multiple regression model because there were two independent variables i.e. the training interventions and organizational characteristics (Schroeder, Sjoquist, & Stephan, 1986). Training intervention was the independent variable ($x_1$), organizational characteristics be the independent variable ($x_2$) where as the dependent variable ($y$) was the territory sales manager’s (TSM) performance. Suppose that the relationship between $y$, $x_1$ and $x_2$ was basically linear, but, inexact; besides its determination by $x_1$ and $x_2$, $y$ had a random component, $u$, which was the ‘disturbance’ or ‘error’. In this relationship, the researchers made an assumption that this dependent and the independent variable were linear, but were inexact; besides the third variable which was an intervening variable were the organizational characteristics.

The equation was as follows;

$$Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + u$$

Where;

$Y =$ Dependent variable (TSMs performance)
\[ x_1 = \text{Independent variable 1 (Training intervention)} \]
\[ x_2 = \text{Independent variable 2 (Organizational Characteristics)} \]
\[ U = \text{Disturbance or error} \]

After this had been done, it was possible to get good estimates of \( \beta_1 \), \( \beta_2 \) and \( \beta_3 \). It was also possible to form confidence intervals for \( \beta_1 \), \( \beta_2 \) and \( \beta_3 \) and test the previously stated hypothesis. A confidence interval of 95% that lie within 1.96 standard deviation of the estimated \( \beta \) was applied.

The typical data analysis in this study was divided into four stages. The first stage was the data entry and cleaning, the second will be the preliminary data analysis, closely followed by the primary data analysis and the last stage was the secondary data analysis (Hamilton, 2004). The fact that the secondary data was not initially specifically collected to answer the research question typically constrains how well such new questions will be answered. This section, therefore, covered important aspects of preliminary data analysis, including description of data, recording and transforming data, reducing data complexity and checking data reliability and validity. As all these were happening, the researcher ensured plans for the analysis in advance using the appropriate analysis method, paying attention to details e.g. were the variables properly recorded, using graphical methods liberally (in this case tabular representation will be used) and keeping a permanent record of what was done using the log feature of the statistical program to keep a record (Hartwig & Dearing, 2005).
4.1 Introduction

This chapter presents the result of the analysis of data collected through interviews targeting 58 TSMs deployed across the country. The findings are presented using frequencies and percentages as background and basis for further inferences in Chapter 5. The sample was 14 which is a 24% representation of the entire respondents. Mugenda wa Mugenda (2003) explained that the respondents should have observable characteristics to which the study intends to generalize the result of the study. The data was analyzed using content analysis based on meanings and implications emanating from respondents information and documented data. Specifically, it starts with the analysis of the general information of the respondent and Airtel. It then proceeds to results on the effectiveness of training interventions and organizational characteristics on territory sales managers’ performance at Airtel Kenya.

4.2 Performance Analysis

The researcher explored the number of years the respondents have worked with Airtel Kenya as Territory sales manager. The results were tabulated in Table 1.

**Table 1: Number of years worked as Territory Sales Manager**

<table>
<thead>
<tr>
<th>No. of Years</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 1 years</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>2 – 3 years</td>
<td>5</td>
<td>36</td>
</tr>
<tr>
<td>No. of Years</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>0 – 1 years</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>2 – 3 years</td>
<td>5</td>
<td>36</td>
</tr>
<tr>
<td>4 – 5 years</td>
<td>6</td>
<td>43</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 1 suggests that most of the territory sales managers have worked in Airtel for over three years. This implies that the information given is of value in regards to training and organizational characteristics. The analysis of the findings revealed that 43% of them had worked for 4-5 years followed by 36% who said 2-3 years while the remaining percentage said that they have worked for less than a year.

The study sought to establish the type of classroom training attended by territory sales managers. To ensure that the right trainings have been administered, the researcher asked them to indicate which type of classroom training they have attended in the recent past. Table 2 shows the respondent’s classroom trainings attended as considered in the study.
Moreover, the researcher inquired if whether the respondents have attended any classroom training to enhance their skills as TSM in the past one year. According to the respondents from the field most interviewees indicated that indeed they have attended classrooms training to enhance their skills as TSM in the past one year.

The study inquired from the respondents on the classroom training attended in the enhancement of personal skills so that to have that competitive edge. From Table 2, it was evident that 43% of the respondents has trained on Airtel Centum Sales University Professional Selling Skills (ACSU PSS), 29% have trained on Airtel Centum Sales University Foundation (ACSU Found) and the rest in other training modules. The results indicated that most respondents have trained in Airtel Centum Sales University

<table>
<thead>
<tr>
<th>Type of training</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACSU FOUNDATION</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>ACSU PSS</td>
<td>6</td>
<td>43</td>
</tr>
<tr>
<td>TPSM</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>AM</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>HAVARD MANGT</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>14</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
modules, which are very vital for the achievement of the sales quotas. The results in table 2 also indicated that Airtel Centum Sales University Professional Selling Skills (ACSU PSS), matched out to be one of the most preferred and trained on module. This was followed by Airtel Centum Sales University Foundation module.

In addition to that, the study sought to determine from the respondents if they have attended any field coaching to enhance their skills as a TSM in the past one year. According to results of the analysis it was evident 93% indicated that they have attended field coaching to enhance their respectful Skills as a TSM. The researcher sought to know the relative impacts of classroom training and field coaching on TSMs key performance indicators (KPIs). The results were tabulated in Table 3.

**Table 3: Impact of Classroom Training and Field Coaching on KPIs.**

<table>
<thead>
<tr>
<th>Type of Training</th>
<th>High Impact</th>
<th>Percent</th>
<th>No Impact</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Training</td>
<td>11</td>
<td>79</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>Field Coaching</td>
<td>13</td>
<td>93</td>
<td>1</td>
<td>7</td>
</tr>
</tbody>
</table>

From Table 3 it was clear that both Classroom training and field coaching have positive impact on TSM key performance indicators. Field Coaching recorded the highest impact of 93% while Classroom training recorded 79%. From the field responses it clearly indicated that field coaching training aids TSM in achieving their stated key performance indicator. On the overall rating the impact of class room training attended in that year in relation to KPI quota achievement, it was revealed that at the same extent was indicated by very good and low respectively by giving
equal number of answers while the remaining percentage, of the respondents said it was ‘good.’

4.3 Training and performance

The study further required from the participants to indicate additional comments with regard to improving the performance of TSMs in relation to classroom training and field coaching. The respondents gave comments which are tabulated in table 4.

Table 4: Ways of improving training for effective performance

<table>
<thead>
<tr>
<th>Improvement Areas</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training to be continuous</td>
<td>5</td>
<td>36</td>
</tr>
<tr>
<td>More field training</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>Increase Training Frequency</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>Reports to be given weekly</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Content to be deep</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Train Channel Partners</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

As indicated in Table 4 respondents identified ways of improving the impact of training such as increased frequency of training, more field training, training to be continuous, training reports to be given on a weekly basis, training content to be deeper not basic and they requested that Channel Partners be trained as well.
The study also inquired if whether the morale of TSM brought an increment when attending classroom training and field coaching as part of TSM skills development. The results were tabulated in Table 5.

**Table 5: Impact of training on TSM morale.**

<table>
<thead>
<tr>
<th>Type of training</th>
<th>Improves Morale</th>
<th>Percent</th>
<th>Does Not Improve Morale</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom training</td>
<td>11</td>
<td>79</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>Field Coaching</td>
<td>12</td>
<td>86</td>
<td>2</td>
<td>14</td>
</tr>
</tbody>
</table>

It was noted that 79% interviewees indicated TSM morale improved due to classroom training and brought an increment in achieving their key performance indicators. On whether the morale of the TSM increased when attending field coaching training as part of TSM skills development, also the results revealed that 86% of respondents agreed that it improved their morale and commented on that one learns new things that can be applied in the field.

**4.4 Organizational Characteristics and Performance**

The study further explored whether organizational characteristics (parameters) within Airtel Kenya helps TSM achieve their given quota. Figure 1 shows their impacts.
The characteristics evaluated had positive impacts on TSMs performance. One of the characteristic was culture whereby 86% of the respondents said it played a key role in strategy formulation, firm performance and competitive advantage. On competitiveness also 93% respondents indicated yes because it encourages decisiveness, rewards achievement, and creates an environment of high expectations. Further, the results revealed that on cooperativeness amongst the various role holders most respondents yes indeed it brings effectiveness hence promoting realistic standards of performance in an organization. The study further reveal that overwhelm majority indicate yes that communication within the organization create an environment where employees feel valued, and also effective job design and empowerment of employees.

The researcher further sought if the immediate supervisor helped a TSM achieve their given quota. Ninety three per cent of the respondents said that it enhances
communications between salesperson and sales manager within the organization. On job designation of the respondents, most respondents said it helps in realigning sales territories and also in monitoring and directing of salesperson. The respondents were also required to indicate if whether firm’s size of in terms of employee numbers helped TSM achieve quota. It was revealed that 79% respondents responded on the affirmative. On Airtel’s market share in the Telecommunication Industry it was also revealed that most respondents responded in the positive as well with 79 % on the affirmative. The study further indicated that Competition within the Telecommunication Industry in Kenya also motivates the employees to achieve their key performance indicators and are typically rewarded for taking charge and being in control.

4.5 Correlation analysis on the Training intervention, Organizational Characteristics and TSMs performance

Analysis was conducted on the effect of training interventions and organizational characteristics on TSMs performance using multiple regression model. The results were tabulated in Table 6
The correlation matrix in Table 6 indicates that Training intervention is strongly and positively correlated with TSMs performance as indicated by a correlation coefficient of 0.902. Further the matrix also indicated that Organizational Characteristics is also positively correlated with TSMs performance as indicated by a coefficient of 0.754. Training intervention showed the highest correlation with TSMs performance as indicated by a strong correlation coefficient of 0.902.

To understand the impact of a unit increase in training intervention and organizational characteristic has on the TSMs performance, Table 7 shows the standardized coefficients.

<table>
<thead>
<tr>
<th></th>
<th>Training intervention</th>
<th>organizational characteristics</th>
<th>TSMs performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training intervention</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>organizational</td>
<td>0.754</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>characteristics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TSMs performance</td>
<td>0.902</td>
<td>0.897</td>
<td>1</td>
</tr>
</tbody>
</table>
Table 7: Standardized Coefficients.

<table>
<thead>
<tr>
<th></th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>(Constant)</td>
<td>13.019</td>
<td>0.457</td>
</tr>
<tr>
<td>Training intervention</td>
<td>0.034</td>
<td>0.057</td>
</tr>
<tr>
<td>organizational</td>
<td>0.189</td>
<td>0.341</td>
</tr>
<tr>
<td>characteristics</td>
<td></td>
<td>0.086</td>
</tr>
</tbody>
</table>

According to the regression equation established, taking all factors into account (Training intervention, organizational characteristics), TSMs performance will be 13.019. The data findings analysed also shows that taking all other independent variables at zero, a unit increase in the Training intervention will lead to a 0.034 increase in TSMs performance; a unit increase in organizational characteristics will lead to a 0.189 increase in TSMs performance.

The Standardized Beta Coefficients give a measure of the contribution of each variable to the model. A large value indicates that a unit change in this predictor variable has a large effect on the criterion variable. The t and Sig (p) values give a rough indication of the impact of each predictor variable – a big absolute t value and
small p value suggests that a predictor variable is having a large impact on the criterion variable.

At 5% level of significance and 95% level of confidence, Training intervention had a 0.034 level of significance, and organizational characteristics had a 0.189 level of significance. Regression Model Summary of the Effect of Training intervention and organizational characteristics on the TSM performance were tabulated in Table 8.

Table 8: Regression Model Summary

<table>
<thead>
<tr>
<th>MODEL</th>
<th>R</th>
<th>R SQUARED</th>
<th>ADJUSTED R SQUARED</th>
<th>STD ERROR OF THE ESTIMATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.84987</td>
<td>0.94671</td>
<td>0.85471</td>
<td>0.7546</td>
</tr>
</tbody>
</table>

From the results shown in table 8, the model shows a goodness of fit as indicated by the coefficient of determination ($R^2$) with a value of 0.94671. This implies that the independent variables Training intervention and organizational characteristics explain 94.67 per cent of the variations of the TSM performance.

The study therefore identifies Training intervention and Organizational characteristics as critical factors for financial performance of an organization. It further reveals that the interactions of the two factors create an impetus for TSMs performance and therefore Airtel Kenya should adopt strategies to enhance these two areas.
CHAPTER FIVE: SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents summaries, discussion, conclusions and recommendations in regard with effectiveness of training interventions and organizational characteristics on territory sales managers’ performance at Airtel Kenya.

5.2 Summary

All around us organizations are looking for ways and means of achieving their vision and objectives at the minimal cost. Firms require the input of their employees to achieve their objectives. It has been noted that in most organizations worldwide, a number of new employees come equipped with most of the knowledge and skills to start work. On the contrary, others may require extensive training and development before getting ready to make much of a contribution to the organization. A majority, however, will at one time or another require some type of training or development activity in order to maintain an effective level of job performance (Nankervis, Compton and Baird, 2008). Airtel Kenya is not left behind in this trend. The study highlighted the impact of training and organizational characteristics. The findings clearly indicated that the performance of territory sales managers of Airtel Kenya is really improved by training and organizational characteristics.

5.3 Discussion

The study sought to examine effect of training interventions and organizational characteristics on the performance of territory sales managers at Airtel Kenya. The researcher was able to highlight the important findings of the study.
As per the impact of type of classroom training most TSMs acknowledged that they have attended classroom training to enhance their skills within the past one year. This shows that the company did not waste investing resources on training since the targeted employees were able to avail themselves for such trainings. The researcher also sought to find out the type of training modules which have a significant impact on the employees of which Airtel Centum Sales University Professional Selling Skills (ACSU PSS) had the most impact followed by Airtel Centum Sales University Foundation module.

The study also found out that ninety three per cent of the territory sales managers have attended field coaching trainings. This also confirmed the importance they place in gaining knowledge in the field. This confirms what Hsu (2007) found out that field coaching leads to increase in the sales person’s confidence level and increased sales ability.

The study also sought to determine on whether class training is valuable for assisting TSMs achieve their stated KPIs, overwhelm majority indicated yes by recording the highest percentage and results further indicated coaching training is valuable in assisting TSMs achieve their stated KPIs. Field coaching training aids TSM in achieving their stated key performance indicator and in overall rating the impact of class room training attended in that year in relation to KPI quota achievement, it was revealed that at the same extent was indicated by very good and low respectively by giving equal number of answers. The study also required the respondents to indicate the additional comments with regard of improving the performance of TSMs in relation to classroom training and field coaching. The respondents gave comments as such as increase training frequency, add more field training, training should be
continuous, training reports to be given on a weekly basis, training content to be
deeper not basic, and to Channel Partners to be trained as well.

On whether the morale of TSM brought an increment when attending classroom
training as part of TSM skills development, the findings revealed that most of them
indicated yes it does. TSM brought an increment when attending classroom training.
The study also inquired if whether the morale of TSM increased when attending field
coaching training as part of TSM skills development whereby the results revealed that
most respondents said yes and commented on that one learns new things that can be
applied in the field. The results found out that training had a significant impact on
territory sales managers’ performance. Both classroom training and field coaching
produced improved morale on seventy nine per cent and eighty six percent of territory
sales managers respectively. This confirms the reasons for training that include:
lowering absenteeism and turn over, positively influencing attitudes in such areas as
job satisfaction, lowering selling costs, informing sales people, obtaining feedback
from the sales people and increasing sales in a particular product or customer
category. It further confirmed what Becker & Barry (1996) stated that closely tied to
turnover is the matter of morale. They articulated that people who are thrust into the
business world without proper training or preparation are likely to suffer from poor
morale.

On the influence of organizational characteristics on sales force performance, the
study found out that a number of organizational parameters influence performance.
Some of the characteristics that had significant impact on organizational performance
include: culture with eighty six percent impact, competitiveness, cooperativeness with
superiors, smooth communication within the organization, support by immediate supervisor, and individual job design all had ninety three per cent impact. Other parameters which also had some significant impact included size of Airtel Kenya in terms of number and Airtel’s market share in the telecommunication industry which had 79 per cent.

The researcher inquired on culture as one of the characteristics. Most respondents indicated yes because it is a key role in strategy formulation, firm performance and competitive advantage. The findings further indicated that competitiveness encourages decisiveness, rewards achievement, and creates an environment of high expectations while firm cooperativeness amongst the various role holders, the findings revealed that it brings effectiveness hence promoting realistic standards of performance in an organization. The study further revealed that overwhelm majority indicated yes that communication within the organization create an environment where employees feel valued and also effective job design and empowerment of employees. On the question of whether the immediate supervisor’s helps a TSM achieve their quota (KPIs), most respondents said that it enhances communications between salesperson and sales manager within the organization.

5.3 Conclusion

Given the critical nature of change in the telecommunication industry, the value placed on training is increasing. This study demonstrates the perceived importance of specific types of training necessary for successful organizational sales performance. The results indicate the importance of approaching sales performance from the territory sales managers’ training. It is clear that the potential to increase market competitiveness and growth is within the control of an organization’s sales team
leadership. It is through the deliberate and disciplined action of management that organizations effectively implement training initiatives that cultivate success.

Effective territory sales managers engage their motivation and communications skills gained through training and translate these into explicit behaviors to influence sales initiatives positively. Organizations and their leaders who fail to recognize the importance of these skills gained through training will become another statistic in the failure rates of sales performance.

Organizations and sales leaders need to enhance organizational characteristics that motivate the employees to be creative and innovative. From the study the different parameters that need to be enhanced for effective sale performance include positive culture, competitiveness, cooperativeness with superiors, smooth communication within the organization, support by immediate supervisor, and individual job design. Other parameters which also had some significant impact included size of Airtel Kenya in terms of number and Airtel’s market share in the telecommunication industry. Organizations and their leaders who neglect investing in ensuring that there are conducive organizational characteristics will become another retarded organization.

5.5 Recommendations

Several recommendations can be made by the researcher from the research study findings. First, the finding that most territory sales managers attend classroom and field coaching trainings suggests the need for the organization to make training schedules convenient for their employees. This would help them to be consistent and
avail themselves for the trainings. There is also need for the organization to have monitoring and evaluation tool as per the impacts of the trainings. This would inform the organization on the return of investment on the trainings conducted on their employees.

Second, on the type of raining module that had significant impact on the employees, it came out that Airtel Sales University Professional Selling Skills is the most preferred followed by Airtel Sales University Foundation module. This suggests that the sales team should be trained more on the two training modules to enhance their skills. It is also important to make it mandatory for the new employees to be taken through the modules as an induction program.

Third, in regard to field coaching, Airtel Kenya need to invest more on providing resources for the trainers to execute field coaching training since it has a great impact on helping the territory sales managers achieve their key performance indicators (KPIs). The field coaching training should also be established as a regular training for the sales staff besides training only the territory sales managers.

Fourth, in regards to reports, there is need for a coordinated way in which trainers get opportunity to prepare weekly reports summarizing the highlights of the trainings done. The territory sales managers need also to get weekly reports to help them improve on the proposals.

Fifth, in regards to improvement of territory sales managers’ morale, it is important for the organization to encourage their employees so that the morale is high. Sales
performance depends a lot on morale of the employees. The organization can also look into other ways of ensuring that the morale of the employees is high besides just training.

Sixth, from the study about the organizational characteristics the organization should really uphold the organizational parameters that have significant impact on its performance. Some of the parameters highlighted from the study include competitiveness, cooperativeness with superiors, smooth communication within the organization, support by immediate supervisor, and individual job design. Healthy organizations really pay great attention to the things that make employees be motivated of which organizational culture means a lot.

The findings of the study recommends that for an improved performance of Territory Sales Managers, they should more field training, to be continuous, reports to be given on a weekly basis, training content to be deeper not basic, and CPs to be equally trained.

The findings also recommend that Territory Sales Managers should learn new ideas and new things that can be applied in the field for the purpose of skills development. The study further recommends that more respondents should be essential to increase the representation of the Airtel Kenya team.

The study also recommends that territory sales managers should uphold to organization’s culture to help them in strategy formulation, firm performance and competitive advantage. The findings further observes that organizational culture is linked to service quality and employee performance, both of which have been
identified as fundamental links to subsequent consumer and financial success indicators.

5.6 Recommended Further Research

The study looked generally into the impact of classroom training and field coaching for all territory sales managers of Airtel Kenya. Specific aspects of individual managers’ attributes should be studied like level of education, prior sales experience before joining Airtel Kenya, and prior trainings related to sales and how they impact sales performance. Another area that needs to be researched on is how clearly stated career growth path in the organization can impact sales performance of territory sales managers of Airtel Kenya.
REFERENCES


APPENDICES

Appendix 1: Interview Guide

SECTION A

1. How long have you been employed in Airtel as a TSM?

2. Did you attend any classroom training to enhance your skills as a TSM in the past one year?
   a) If Yes, which one (s)?
   b) If Not, what was the reason?
   c) When did you attend these sessions?

3. Did you attend any field coaching to enhance your skills as a TSM in the past one year?
   a) If Yes, which one (s)?
   b) If Not, what was the reason? When did you attend these sessions?

4. Do you think class training is valuable for assisting TSMs achieve their stated KPIs?

5. Do you think Field coaching training is valuable for assisting TSMs achieve their stated KPIs?

6. Overall, how would you rate the impact of the class room training you attended in that year in relation to your KPI quota achievement?

7. Do you have additional comments about and/or suggestions for improving the performance of TSMs in relation to classroom training and field coaching?
SECTION B

8. Does the morale of the TSM increase when he attend classroom training as part of his TSM skills development?

9. Does the morale of the TSM increase when he attend field coaching training as part of his TSM skills development?

10. Do you have additional comments about and/or suggestions for increasing the morale of TSMs in relation to classroom training and field coaching?

SECTION C

11. Does the following organizational characteristics (parameters) within Airtel Kenya help you as a TSM achieve your quota (KPIs)

   a) Culture

   b) Competitiveness

   c) Cooperativeness amongst the various role holders

   d) Communication within the organization

   e) Your immediate supervisor

   f) Your job design i.e your ways of working

   g) The size of Airtel Kenya in terms of employee numbers

   h) Airtel’s market share in the Telecommunication Industry in Kenya

   i) Competition within the Telecommunication Industry in Kenya.
Appendix 2: Mobile Communication Service Providers in Kenya

The list below indicates the Mobile Communication Service Providers currently in operation in Kenya and the subscription per operator as at 31st March, 2013 (CCK, June 2013).

Table 9: Mobile Communication Service Providers in Kenya

<table>
<thead>
<tr>
<th>Name of Operator</th>
<th>Prepaid Subscribers</th>
<th>Prepaid Subscribers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safaricom Limited</td>
<td>19,160,752</td>
<td>260,598</td>
<td>19,421,350</td>
</tr>
<tr>
<td>Airtel Networks Kenya Ltd</td>
<td>4,932,243</td>
<td>119,826</td>
<td>5,052,069</td>
</tr>
<tr>
<td>Essar Telecomm Kenya Ltd</td>
<td>3,246,195</td>
<td>1,735</td>
<td>3,225,753</td>
</tr>
<tr>
<td>Telkom Kenya Ltd (Orange)</td>
<td>2,120,017</td>
<td>7,970</td>
<td>2,480,687</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>29,459,207</td>
<td>390,129</td>
<td>29,849,336</td>
</tr>
</tbody>
</table>