

**AN APPLICATION OF PERSONAL CONSTRUCT  
THEORY TO A STUDY OF RETAIL SALES  
PERSON EFFECTIVENESS**

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## **Abstract**

The term effectiveness is used extensively to describe organisations, groups and individuals. The fact that some organisations, groups and individuals are measurably more effective than others is a basic assumption of economic, organisation and behavioural theory. However, despite this frequent use, there is very little agreement amongst the users, both academic and business, as to what exactly 'effectiveness' means. The dictionary definition of 'effective' is 'capable of producing the desired result', however, the definition used in practice appears to depend on the mindset or reference point of the researcher. Most researchers reference point is management and therefore the definition of effectiveness is management's. It is possible that the definitions held by the job holders themselves, and by customers with whom they deal, are different from that of management.

There is even less agreement on how effectiveness of an organisation or individual should be measured, i.e. what criteria should be used to measure effectiveness. More specific to the current study is sales person effectiveness research. There has been a large amount of research on effectiveness of sales people but it has tended to focus on industrial salespeople rather than retail salespeople. The research that has focused on retail sales people has suffered from several problems. The first relates to the problems with research involving effectiveness generally. The researchers rarely explain what they mean by effectiveness or what criteria they use to measure effectiveness.

Much of this research also suffers methodologically, from the epistemological problem of being either too subjective or too objective. This is a problem that has plagued research in the social sciences throughout the subject's history. The methodologies used to research behaviour have been problematic in that they either adopt the methodologies of the natural sciences in an attempt to quantify the phenomenon under study, or they use assumptions and methodologies that are subjective and prone to researcher or experimental bias. George Kelly's Personal Construct Theory claims to bridge this epistemological divide. The methodology allows for the indepth study of individuals but without bias from the researcher. By using the Repertory Grid technique developed by Kelly for the measurement of personal constructs, the results can be quantified, thus also satisfying the objectivist requirements. It is for this reason that Personal Construct Theory and the Repertory Grid technique are used in the current research.

This research aims to discover whether the groups involved in the retail arena (i.e. top managers, branch manageresses, sales people and customers) have similar views of what constitutes sales person effectiveness. Instead of assuming a definition of effectiveness

this research attempts to find out exactly what "salesperson effectiveness" means to customers, salespeople themselves, their managers and the top management of a retail organisation. It goes on to establish whether there is a similarity between these views, and also with the image of effectiveness portrayed by documentation pertaining to the job (e.g. the job description). The final step is to see whether greater similarity of views of the 3 groups involved in a particular store, is associated with greater store performance as defined by top management.

The research findings indicate that in this particular organisation the four groups under investigation in fact, have very different views of sales person effectiveness and that these views differ markedly from those represented by the documentation pertaining to the job. In the Concluding chapter, descriptions are given of an effective sales person according to each of the groups. In terms of the third hypothesis tested in this research it was concluded that this subject would require a dissertation on it's own as it required an indepth and longitudinal study than was feasible in the current dissertation. This would make for interesting follow-up research. Conclusions drawn here could serve only as research questions for future research.

In Chapter 6 the consequences of the above findings are discussed and recommendations made to the management of this particular organisation.

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# CHAPTER 1

## EFFECTIVENESS

### Introduction

There is general agreement that the term 'effectiveness' is important however, there is very little agreement as to what it means. This chapter begins by investigating the term 'effectiveness' as it is used in an organisational setting. Various models of organisational effectiveness are discussed as well as effectiveness measures. The chapter then looks at the literature pertaining to group and individual effectiveness in an attempt to define this concept. It can be concluded that there is no consensus on what 'effectiveness' means at an organisational, group or individual level.

### 1. Effectiveness - What does it mean?

The word 'effectiveness' is used frequently and in many varied contexts. The Concise Oxford dictionary definition of 'effective' is 'capable of producing the desired result', however in practice there seems to be very little consensus either on what effectiveness means or on the criteria to be used for its measurement. A large amount of the work done in the field of effectiveness has been on organisational effectiveness. Even in this field of study there is little agreement as to what effectiveness means and there seems to be no single, generally accepted definition of effectiveness.<sup>1</sup>

In research done by Steers<sup>2</sup> on 17 studies of organisational effectiveness, he finds that the most apparent conclusion is that there is a lack of consensus on what effectiveness is. More recently the conclusions seem the same as Hannan and Freeman<sup>3</sup> write,

"...Writing (on organisational effectiveness) has been fragmented, noncumulative and frequently downright confusing. Some writers have become so discouraged by the literature on effectiveness that they have advocated abandoning the construct altogether in scholarly activity."

Although Hannan and Freeman's thoughts undoubtedly cross the minds of many researchers in the field of effectiveness, the construct cannot be abandoned for theoretical, empirical and practical reasons.<sup>4</sup>

Theoretically: According to Cameron and Whetton<sup>5</sup>, theories of organisations are grounded in notions of effective designs, structures, strategies, reward systems, leadership styles etc., and these factors form the basis of criteria for organisational effectiveness.

Empirically: Organisational effectiveness is the ultimate dependent variable of organisational research. Without it the theories of organisations could not be tested.

acquire the resources and then efficiently use them to accomplish goals. Gibson et al point out that the efficient use of resources is a necessary but not sufficient condition for effective performance.<sup>19</sup>

Pennings and Goodman define an organisation as effective "if relevant constraints can be satisfied and if organisational results approximate or exceed a set of referents for multiple goals".<sup>20</sup> So while the aim is to achieve (at least as close as possible) the goals set, this is influenced or moderated by the need to satisfy certain constraints. Yuchtman and Seashore supported by Starbuck<sup>21</sup> say that organisational goals are "essentially nothing more than courses of action imposed on an organisation by various forces in the environment".<sup>22</sup> Thus meeting constraints is also necessary but not sufficient for effectiveness. Effectiveness is based on the degree to which the goal is achieved.<sup>23</sup> The emphasis of these models has shifted from goal attainment on its own to a systems approach of interaction with the environment. The environment holds the scarce resources and imposes the constraints.

#### 1.1.1.3. Static versus Dynamic / Process Models

Authors such as Schein have also criticised the single variable definitions saying that static or historic performance goals such as profits and productivity focus on the past and do not adequately assess the capacity of the organisation to cope in the future. Schein proposes problem solving criteria such as adaptability, a sense of identity, open communication, psychological commitment and reality testing.<sup>24</sup> Bennis et al also focus on criteria such as adaptability, a sense of identity and capacity to test reality, but stress that the challenge facing organisations today is that of response and adaptation to changing conditions and "external stress".<sup>25</sup> They say that to do this the organisation needs to adopt a scientific methodology of hypothesis development and testing combined with a social climate of democracy and freedom of opinion.<sup>26</sup> Organisations need to adapt to changing environments. To do this they require internal systems and procedures but more importantly a culture that encourages questioning and constant reevaluation of the status quo. Other models emphasising the adaptability criterion as being important to effectiveness include those of Price, Nadler and Tushman, Mott, Duncan, Gibson et al, and Webb<sup>27, 28</sup>. Mott argues that an organisation's ability to "mobilize its centres of power for action" determines its effectiveness.<sup>29</sup> He defines three sets of criteria for effectiveness;

- a) Productivity, which includes quantity, quality and efficiency and represents the company's centres of power for routine production;
- b) Adaptability, both symbolic and behavioural, which is the organisation's centres of power to **change** routines, and
- c) Flexibility which is the organisation's centres of power to cope with temporary and unpredictable overloads.

The above models focus internally on the processes and climates necessary for effective adaptation to a changing environment.

Steers makes a similar criticism to Schein's when he says that most models attempt to identify criteria for effectiveness instead of focusing on the process of becoming effective.<sup>30</sup> He argues that the criteria vary along with the organisations operative goals. These goals are organisation specific and static. By taking a systems perspective he identifies four major categories of influences on organisational effectiveness namely,

- a) Organisational characteristics (structure, technology),
- b) Environmental characteristics (economic and market conditions),
- c) Employee characteristic (performance, job attachment), and
- d) Managerial policies and practices.

This process model involves continual monitoring of these aspects and evaluating whether the organisation is doing the right things in terms of each. It is noticeable that this model ties in with Drucker's distinction between efficiency and effectiveness.<sup>31</sup> Steer's model is similar to the systems approach advocated by Gibson et al<sup>32</sup>. This approach states that the organisation is dependent on the environment not only for inputs but also for acceptance of its outputs. Effectiveness is thus defined in terms of the optimum balance between the various adaptation and maintenance activities. Again there is a realisation or acknowledgment that the organisation is not operating in a vacuum but instead must interact continuously with its environment. Effectiveness must be understood as a dynamic process.

#### 1.1.1.4. 'Rational' versus 'Non-Rational' Models

Criticism of goal attainment models has also come from authors who say that such models tend to imply rational decision making. They say instead that decisions are made on the basis of some degree of rationality but are tempered with the political facts of organisational life.<sup>33</sup> van de Ven and Ferry<sup>34</sup> view effectiveness as a 'value judgment' and Campbell says that "how the judgment is made can induce wide variation in the way organisational effectiveness is assessed".<sup>35</sup> Wieland and Ullrich say that a further problem with goal attainment models of effectiveness is that different individuals and groups in the organisation, have different expectations concerning goals.<sup>36</sup> Thus one must ask with such models, whose goals are they? and what are the expectations of others with regards to these goals? This is also supported by Friedlander and Pickle<sup>37</sup> and Pickle and Rungeling<sup>38</sup>.

Pennings and Goodman see the organisation as being made up of multiple constituencies.<sup>39</sup> They introduce in the concept of the dominant coalition which they say determines the forms and emphases of constraints and goals. Thus the goals may not be either rationally

chosen nor represent the entire organisation. The question that these criticisms introduces is that if effectiveness is a matter of goal attainment, whose goals do we use? Pennings and Goodman suggest those of the dominant coalition, but point out that this is continually shifting bringing with it new goals and measures of effectiveness.<sup>40</sup> There are also the views of the other constituencies that need to be considered. Definitions of organisational effectiveness therefore vary depending on which constituency's point of view is being considered. Scott states that the conclusions about organisational effectiveness depend on whether we "emphasise the impact on individual participants, on the organisation itself, or on the broader, external, societal systems".<sup>41</sup> In other words definitions vary according to the constituencies (both internal and external to the organisation) being considered.

Viewing the organisation from the broader society's perspective requires not only a realisation that the organisation cannot operate in a vacuum because it needs resources from it's greater environment, but it also requires taking outside constituencies' goals for the organisation into account. Such models thus fall into both sections 2 and 4. They are included in this section because they have a more "non-rational" approach. Bass for example, includes the value of the organisation to its members and to society, as measures of effectiveness.<sup>42</sup> Katz and Kahn assess organisational effectiveness in terms of the degree to which the organisation contributes to the efficiency, environmental control, and survival of the total system, which includes the organisation in question.<sup>43</sup> Butler says that the organisation is assessed in terms of performance norms set by powerful elements of the institutional environment.<sup>44</sup> These norms are set as a result of a negotiation process between the organisation and its environment. The extent of control the organisation has is a function of it's power relative to the other environmental elements. As the norms define the expectations of the powerful environmental elements, they also define the criteria of effectiveness. According to Quinn and Cameron these criteria are efficiency / competitive norms, moral norms, instrumental norms, and referent norms.<sup>45</sup> In other words, effectiveness cannot only be measured in terms of single factors such as profitability, productivity, and efficiency or in terms of internal adaptation capabilities, but also in terms of external factors derived from external constituencies' goals for the organisation. External constituencies include customers, suppliers, and the community within which the organisation operates. According to Hall the more powerful the external constituency, the more likely it is that it's views on effectiveness will be heeded by organisational decision makers.<sup>46</sup> When a truly free market system exists, the market provides a mechanism for linking the interests of the organisational participants and external constituents in such a way that effectiveness of the organisation is determined by its customers.<sup>47</sup> Pfeffer and Salancik reinforce this as they say that an effective organisation is one which "satisfies the demands of those in its environment from whom it requires support for its continued existence".<sup>48</sup> (See also work by Keeley<sup>49</sup>). Parsons talks of contributions of the

organisation being "legitimated" where consensus exists among organisation members and members of the broader society as to what the organisation ought to be doing.<sup>50</sup> Thompson refers to this legitimation as "domain consensus".<sup>51</sup>

This discrepancy in terms of definitions, time frames and levels of analysis led Hall to develop what he calls the contradiction model of organisational effectiveness.<sup>52</sup> This model supports Campbell's assertion that organisations cannot be conceptualised as either effective or ineffective.<sup>53</sup> Instead Hall suggests that an organisation can be effective in some aspects of its operations and less so in others. He sums up by saying,

"there are compromises that have to be made among pressing constraints, goals, constituents and time frames. The ordering of the compromises is based on power relationships and coalitions within the organisations, coupled with external pressures."<sup>54</sup>

The above discussion is an attempt at identifying the main distinguishing differences between the many models of organisational effectiveness. The early models focused on single variables of effectiveness. Then models were developed that took into account the complexity of the term effectiveness. Multiple variable models were thus developed. As the simple goal attainment models were criticised, models which acknowledged the organisation's dependence on its environment began to surface. Adaptability and dynamism became the key concepts. Other criticisms of the goal attainment models came from those who argue that organisational decision making is not rational but rather 'irrational' and dependent on the constituency who is evaluating effectiveness. This final section of the above discussion is of particular importance to this research. This emphasises two main points:

- a) Effectiveness is relative
- b) The organisation owes its existence to the society within which it operates

a) *Effectiveness is relative.* What may be effective to one interest group may not be effective to another. van de Ven and Ferry argue that you are likely to find "many different and often conflicting definitions, criteria and standards of effectiveness which reflect the unique value judgments of various decision makers"<sup>55</sup>. According to Cameron and Whetton, attempts have been made to address these contradictory criteria by,

"distinguishing between doing *good* versus doing *well* <sup>56</sup>, where 'good' refers to achieving legitimacy and 'well' refers to achieving efficiency; by distinguishing between *desirable* results versus *desired* results<sup>57</sup>, where 'desirable' results are based on values, and 'desired' results are based on goals; or by distinguishing between *doing things right* (efficiency) versus *doing the right things* (effectiveness)<sup>58</sup>."<sup>59</sup>

b) The second theme arising out of the above discussion is that to an extent, the organisation owes its existence to the society within which it operates. Without the support and legitimation of society, the organisation will not only fail to be effective, but may not survive at all.

### 1.1.2. The Measurement of Organisational Effectiveness

A separate, although closely related issue to the definition of effectiveness is the issue of its measurement. A critical decision in attempting to assess organisational effectiveness is the decision on what indicators or measures to use. Scott identifies three types of indicators:

- a) those based on outcomes,
- b) those based on processes and
- c) those based on structures.<sup>60</sup>

Outcome indicators include quality and quantity of goods produced, and the number of items sold. Hersey and Blanchard say that "perhaps more than 90% of managers in organisations look at measures of output alone" as measures of effectiveness<sup>61</sup>. Scott says that where cause-effect knowledge is relatively complete and where the organisation has control over its inputs and outputs, then these measures of organisational performance are adequate.<sup>62</sup> However, very often the organisation does not have this knowledge and control, for example, where outputs are determined largely by market conditions or receptivity of external constituencies. In such cases other types of indicators are necessary. Process measures assess effort rather than effect. They focus on the effort put into the activities performed rather than the results achieved. These include measures of work quality and quantity and the extent of quality control efforts. Due to problems with sampling of behaviours and the reliance on self-reporting by employees, structural indicators are often also necessary. Structural indicators assess the capacity of the organisation for effective performance. These include capacity to perform, qualifications of employees etc..

As can be expected, different constituencies, both internal and external prefer different indicators based on the amount of control they have over them. Managers tend to favour structural measures of effectiveness because they have control over facilities, equipment purchases, recruitment etc.. Employees on the other hand, prefer process measures of effectiveness - how much effort is put in and not necessarily what results are achieved. They have little control over what activities have to be performed, but they can control the amount of effort expended in order to complete them. Customers on the other hand, use or consume the products and services produced by the organisation. They therefore focus on

output measures of effectiveness. They evaluate the organisation in terms of how well the product or service meets their needs and expectations.<sup>63</sup>

One can conclude at this stage that there is no agreement on what organisational effectiveness is nor on how it should be measured. It seems quite possible that management of an organisation base effectiveness definitions on one set of criteria with a particular set of measures, while employees themselves use another set, and customers another set again.

### 1.2. Individual Effectiveness

Many models of effectiveness deal only with organisation-wide measures. Little has been done to establish the relationships between individual processes and organisational behaviour<sup>64</sup> and between organisational and individual effectiveness. Lawless developed a three-tier model of effectiveness where he says that effectiveness starts with effective individuals who work together in effective groups to make an effective organisation.<sup>65</sup> While the model is intuitively appealing, it does not clarify what effectiveness at the various levels means. According to van de Ven and Ferry, effectiveness criteria for the organisational unit, department or group includes a percentage of unit performance goals attained, unit efficiency (cost per unit output), unit morale (cohesiveness of the unit and turnover rate) and unit adaptiveness (responsiveness to changing demands)<sup>66</sup>. Jewell and Reitz rather simply define groups as effective if they accomplish their objectives.<sup>67</sup> As with effectiveness of organisations, the emphasis appears to be on goal attainment and internal maintenance processes (adaptability). Individual effectiveness factors depend upon the individual job or role in the organisation but measures generally include goal attainment, job efficiency (cost per unit of individual output), job satisfaction and motivation (level of effort put into the job).<sup>68</sup> Milton gives the following as commonly used individual effectiveness factors; personal output, creative contribution, flexibility, personal development and personal satisfaction.<sup>69</sup> A model of individual effectiveness based on Campbell et al<sup>70</sup> and developed by Milton includes the above but also "problem prevention" as a measures of individual performance.<sup>71</sup> Performance itself is influenced by the job demands, the reward structure, training and individual characteristics such as abilities, aptitudes, attitudes and personality.

Company-specific performance appraisal and job evaluation systems tend to reflect the specific effectiveness criteria used at the individual level. However, as will be tested in the current research, these may not actually reflect the criteria used by decision makers in decisions on individual effectiveness. It is possible that they use criteria which stem from their own definitions of effectiveness and these may be very different to those depicted in the documented systems such as the performance appraisal and job evaluation systems.

As with organisational effectiveness, a criterion such as productivity tend to dominate the research. In a criticism of their own study which uses percentage of departmental sales as a measure of salesperson performance, Dubinsky and Hartley say that because of the multifaceted nature of performance, dimensions such as selling ability, oral and written communication skills, interpersonal skills and degree of customer orientation should be included.<sup>72</sup>

To conclude this discussion it seems obvious that there is very little agreement as to the meaning of effectiveness whether it be organisational effectiveness or individual effectiveness. Effectiveness is a multifaceted concept with no single factor being sufficient for either effectiveness or ineffectiveness. As Yuchtman and Seashore said, "the concept of effectiveness ... remains conceptually a vague construct".<sup>73</sup> Even more important to this research is the fact that different constituencies may have very different views of the effectiveness of the organisation as a whole or any subsystem thereof. van de Ven and Ferry state that "in varying degrees, decision makers disagree on a given set of performance criteria to evaluate the effectiveness of the organisation, its units, or jobs."<sup>74</sup> It seems possible therefore that within an organisation, different groups may view effectiveness in one job in different ways. For example, top management, branch managers, sales people and customers may all have different views of what sales person effectiveness actually means. These different views will then lead to different criteria being used as effectiveness measures. This will impact on the way these constituencies behave with regard to the sales person job. For example, management's view of what is required for effective performance of the sales person job will influence how they recruit, select, train, reward and promote sales people. The sales person's view will affect how s/he performs the job, and how s/he reacts to decisions made by other constituencies. Customers on the other hand will make purchase decisions based on the sales person's performance evaluated against the customers' set of effectiveness criteria.

Thus this research will look at retail sales person effectiveness with the view to seeing whether these constituencies share common views of sales person effectiveness. The following chapter looks at the research that has been done on retail salespeople and on effectiveness of salespeople.

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## CHAPTER 2

### SALESPERSON RESEARCH

#### Introduction

This chapter includes an evaluation of the importance of the salesperson to the retail organisation and discusses what the role or function of the sales person is according to the literature. Research on retail salespeople and salesperson effectiveness is examined separately. The chapter concludes that although there is a great deal of research pertaining to salespeople in general there is very little that deals specifically with **retail salesperson effectiveness**. Research that does cover this topic does not define what is meant by effectiveness and therefore imposes the researchers' subjective views of effectiveness on to the research.

#### 1. Research on Sales People

##### 1.1. The Importance of the Salesperson in Retail

Like all organisations, the retail organisation needs to be effective. In fact, given the highly competitive markets within which retailers operate, effectiveness, however it is defined, is of vital importance. Retailing is a labour intensive business.<sup>1</sup> In all but the smallest firms, labour costs represent the single largest expense other than 'cost of goods'.<sup>2</sup> The retail industry is characterised by long working hours, relatively inexperienced employees and relatively low wages. These and other factors tend to cause a high rate of turnover amongst retail salespeople.<sup>3</sup> This is a major contributor to the high personnel costs.<sup>4</sup>

Retail salespeople have traditionally been seen to play a somewhat minor role in the success of retail organisations. They have been seen mainly as "order fillers".<sup>5</sup> Management focus has instead been on merchandise, store design, location, advertising and similar issues. The personal selling component of the retail mix is often ignored.<sup>6</sup> Sales people are often under trained and underpaid resulting in low levels of motivation and job satisfaction, high turnover, and ultimately dissatisfied customers.<sup>7</sup> Koeppe states that customers are increasingly voicing irritation, frustration and dissatisfaction with service encounters.<sup>8</sup>

High levels of competition in the retailing environment mean that in today's markets retailers carry very similar merchandise, often purchased from the same manufacturers, and use similar marketing mixes in terms of price and promotions. Differentiation is thus only really achievable through customer service via the retail sales force.<sup>9</sup> Cronin and Taylor found that perceived service quality leads to customer satisfaction and that satisfaction has a

significant effect on purchase intentions.<sup>10</sup> As salespeople in a retail setting form a direct link between customer and organisation they are crucial to any attempt to satisfy customers. According to Carr ,

"everything you've planned, every product or service you've developed, every bit of marketing you've done - the success of it all depends on the competence of your customer-contact personnel".<sup>11</sup>

Salespeople are in an ideal position to adapt the marketing message to the specific needs and expectations of the customer. As Weitz et al point out, they "have the opportunity to do "market research" on each customer and implement a sales presentation that is maximally effective for that customer".<sup>12</sup> But for this to occur the salesperson has to have a customer orientation. Customer orientation is defined by Saxe and Weitz as the satisfaction of customer needs at the level of employee-customer interaction.<sup>13</sup> Customer oriented behaviours have been found to increase customer satisfaction<sup>14</sup> and lead to the development of long-term relationships between the organisation and its customer that are beneficial to both parties.<sup>15</sup> Despite the importance of having a customer orientation, Etzioni states that often customer-contact personnel are "organisation-oriented" and not "customer-oriented".<sup>16</sup> They are usually evaluated on the basis of objective productivity-related measures such as sales volumes or calls<sup>17</sup>, and are therefore not encouraged by the organisation to become customer oriented.

With the growing importance of service quality and the shift of emphasis in both academic and practical thinking towards a customer orientation, there is a new interest in the salesperson and ways of making this person effective. The retail salesperson is an important element of the retailer's marketing-service mix.<sup>18</sup> In fact, in many cases the interaction between the contact personnel and the customer is the service from the customer's point of view. Westbrook found that the most important factor affecting customer satisfaction / dissatisfaction with a retail experience, is satisfaction / dissatisfaction with the salespersons in the store.<sup>19</sup> Jolson and Spath found salesperson service to be the fourth most important factor affecting patronage.<sup>20</sup> The salesperson is thus the key link between the customer and the store<sup>21</sup> and plays a vital role in the success of a retail organisation.<sup>22</sup> Sales people can attract and build a loyal customer base or they can drive customers away. A study done by Pfeiffer found that "2 out of every 3 lost customers stopped buying at the store (studied) because of employee indifference".<sup>23</sup> Bitner et al, says that despite this "front-line employees are not trained to understand the customer".<sup>24</sup> To a degree, any person who is in contact with the customer is a marketer in that s/he represents the firm, defines the product and promotes it directly to the customer.<sup>25</sup> These people are thus of vital importance to the success of the retail organisation.

Mason et al say that "the image projected by the sales force is one of the most important elements of the retail operation".<sup>26</sup> Berry found that the salesperson is one of the three most important components of store image.<sup>27</sup> "Empirical research in both service quality and service satisfaction affirms the importance of the quality of employee-customer interactions in the assessment of overall quality and/or satisfaction with services".<sup>28</sup> In fact, if one examines the service quality dimensions identified by Parasuraman, Zeithaml and Berry<sup>29</sup> i.e. tangibles, reliability, responsiveness, assurance and empathy, the majority of these relate directly to the human interaction between customer and contact personnel. Salesperson effectiveness is thus important to retail organisations.

## **1.2. The Function of the Retail Salesperson**

This section looks at what the role and functions of the retail salesperson have traditionally been. Duties and responsibilities usually include meeting customers and handling their requests, processing sales, setting up displays, stocking shelves and taking inventory of stock.<sup>30</sup> According to Bellinger and Goldstucker there are three different levels of retail salesperson<sup>31</sup>:

- a) The lowest and least complex is that of *order taker*. Functions include helping the customer locate items, stocking shelves, completing the necessary paperwork and accepting payment. This role may be seen as passive as s/he does not really play an active role in creating the sale. The initiative at this level lies with the customer. The customer enters the store knowing exactly what s/he wants, for example, the purchase of shock absorbers or essential groceries. This level of salesperson is most frequently found in large department stores.
- b) The second level is that of the sales support function which, in addition to the above duties, is to create customer goodwill. This includes providing information on the products and their uses, providing technical advice and service where necessary.
- c) At the third level, in addition to order taking and sales support roles the salesperson is expected to be an aggressive *order getter*. This involves cross-selling, in other words attempting to sell the customer not only the one item but also supplementary or accessory items. The initiative at this level lies not with the customer but with the salesperson. The salesperson has to identify the customer's needs and satisfy them with the appropriate product.

A large part of the salesperson's job is undoubtedly the sales interaction. Bellenger et al describe the process as follows<sup>32</sup>:

This usually starts with the approach by the salesperson. The approach should be designed to stimulate interest and create a friendly atmosphere. The customer should be put at ease and made to feel welcome in the store. The salesperson should show a genuine interest in the customer and question the customer in order to ascertain the customer's needs and wants. Providing customer service involves an interpersonal experience between the salesperson and the customer. Customer-contact employees must therefore have the necessary interpersonal skills. They must be friendly and courteous, but also have a strong need to see things through to the end, to handle irate customers without retaliation or feeling personally attacked; and they must demonstrate ingenuity in solving customer problems.<sup>33</sup>

Personal characteristics that have been identified to be important in this role are appearance, voice and speech patterns, self control and enthusiasm.<sup>34</sup> Product knowledge is also important in retail selling. For example the salesperson should know where the items are, how much they cost, what assortment there is (e.g. sizes, colours, styles), the benefits of the product and information unique to the product (e.g. caring for the product). Research done by Hogan et al on service orientation found that personality characteristics such as good adjustment, likeability, social skill and willingness to follow rules are all important aspects of service orientation.<sup>35</sup>

### **1.3. Research on Retail Sales People**

The majority of research on salesperson performance has been conducted on industrial salespeople.<sup>36</sup> Studies on retail sales people are far less prolific. Studies that have been done concentrated on issues such as role conflict and ambiguity<sup>37</sup>, turnover<sup>38</sup>, organisational commitment<sup>39</sup>, job satisfaction<sup>40</sup>, employee attitudes<sup>41</sup>, the effects of feedback and incentives<sup>42</sup> and selection<sup>43</sup>.

In research on role conflict and ambiguity of salespeople, Solomon et al suggest that service encounters are "role performances in which both customers and service providers have roles to enact".<sup>44</sup> They go on to say that the service encounter may be distinguished from other human interactions in that it is task-oriented and has a specific purpose. The purpose is clearly defined and agreed upon by societal consensus.

"Due to this consensus, ritualized behaviour patterns evolve which govern the course of the encounter. Each party to the transaction has learned (albeit with differing degrees of facility) a set of behaviours that are appropriate for the situation....Each party has a role to play: the script from which s/he reads is often strictly defined."<sup>45</sup>

Milton defines a role as "a standardised pattern of behaviour that is expected of everyone in a particular position, regardless of personal wishes".<sup>46</sup> He goes on to say that there are however "significant others" who influence the role filled by an individual. Retail sales people occupy boundary spanning roles<sup>47</sup> and thus interact with customers - people outside the organisation- and members of the organisation. Both these sets of people will influence the role played by the salesperson. Unlike field salespeople, retail people perform their boundary spanning roles in the physical proximity of supervision<sup>48</sup> and they are thus in direct contact with both customer and manager on a continuous basis. Given that each group's values and interests are likely to be different, the boundary spanner is likely to experience conflicting expectations about how to fulfill his / her role.<sup>49</sup> Role expectations comprise the duties, privileges and obligations of an occupant of a social position<sup>50</sup> or more simply, the behaviours one expects from the role incumbent.

Dubinsky and Mattson noted that retail sales people are likely to experience **role conflict and ambiguity**.<sup>51</sup> Role conflict is defined as "the degree to which salespeople receive incompatible demands from their role-set members that can not be satisfied simultaneously".<sup>52</sup> A retail salesperson's role-set includes customers, the salesperson's company represented by top management, his/her immediate supervisor and peers. The organisation for example, through management, influences the role through job design, job descriptions, sanctions<sup>53</sup> and the socialisation process. It is possible that the members of this role-set have different role expectations based on their own beliefs and experiences. The immediate supervisor may hold expectations of the employee and the role s/he plays that are different to those held by others in the management system. The fact that expectations from "significant others" can vary sets the stage for role conflict.<sup>54</sup> Dubinsky and Mattson suggest that "the expectations of a salesperson's role partners both within and outside the organisation should be identified and communicated to the salesperson...".<sup>55</sup> Where expectations are disparate, attempts should be made to reconcile the differences<sup>56</sup> because such differences can lead to role conflict which research has shown to be related to an increase in job stress, anxiety and tension, a lack of innovation and interest in the job, a decline in performance, and a propensity to leave.<sup>57</sup> It must be noted that some studies actually found no such relationship<sup>58</sup>, and other found a positive relationship between role conflict and performance<sup>59</sup>. Of these however, only the studies by Dubinsky and Skinner<sup>60</sup> and Dubinsky and Hartley<sup>61</sup> dealt with retail salespeople. The others dealt with industrial sales people. Dubinsky and Mattson's<sup>62</sup> research is particularly relevant to the current research as it suggests that retail sales people are likely to experience role conflict because they are faced with different role expectations from management, customers and perhaps peers. The different role expectations are likely to stem from different definitions of salesperson effectiveness. The current research will test this assertion.

Two years of research on employee turnover at Parisian, a retailer in the USA, revealed that one of the major problems was that the sales people were not being told what was expected from them.<sup>63</sup> The lack of information necessary for adequate performance of an organisational position is referred to be Dubinsky and Hartley as role ambiguity.<sup>64</sup> This includes not knowing what has to be accomplished, what authority the position holds, and how performance will be evaluated. Retail salespeople generally receive very little formal training and therefore are likely to experience role ambiguity.<sup>65</sup> Training that is given tends to focus on handling of the cash register and various forms of payment instead of human relations training.<sup>66</sup> Not only has information on expectations and criteria for evaluation been found to be lacking but also information on credit policies, discount policies, and the timing of advertisements and sales promotions.<sup>67</sup>

Role ambiguity has generally been found to be inversely related to salesperson performance<sup>68</sup> and to be a major source of job tension, dissatisfaction and reduced innovativeness.<sup>69</sup> Teas et al found that salespersons' perceived role clarity is positively related to job satisfaction.<sup>70</sup> However, Dubinsky and Hartley found in a study of retail salespeople, that role ambiguity was positively related to performance.<sup>71</sup> They comment,

"The positive linkage between role ambiguity and performance may exist because retail selling might be considered more mundane than many field-selling positions. If retail salespeople are unclear about how to perform the job (because their activities are relatively routine and not complex), ambiguity may create a situation which provides a challenge."<sup>72</sup>

Thus retail salespeople have been found to experience role conflict and ambiguity and that both (at least most of the time) are detrimental to performance. Role conflict means that different role partners have different and often conflicting expectations of the salesperson. Role ambiguity means that salespeople often are not sure what is expected of them nor how they are being evaluated. Both these factors may be due to different groups (such as customers, managers etc.) having different views of what effective performance for a salesperson actually is and how it should be measured.

#### **1.4. Salesperson Effectiveness Research**

Literature on sales management usually stresses objective or productivity-related performance measures such as sales volume where the evaluations are based on outcomes rather than behaviours.<sup>73</sup> Most performance appraisal systems for salespeople reflect the same criteria.<sup>74</sup> Also, many studies use single measures of performance - a similar problem to that experienced with organisational effectiveness literature. Dubinsky and Levy suggest that as salesperson performance is multifaceted, multiple measures including objective, subjective and behavioural measures should be used in the measurement of retail

salesperson performance.<sup>75</sup> Churchill suggest that industrial psychologists are increasingly arguing that job occupants should be judged solely on those aspects of their jobs over which they have control.<sup>76</sup> These psychologists argue that a distinction needs to be made between behaviour, performance and effectiveness, where behaviour refers to what the occupant does in the job, performance is behaviour evaluated in terms of contribution to organisational goals, and effectiveness is a summary index of organisational outcomes for which the individual is at least partially responsible. As outcomes such as sales volume and market share are influenced by other factors not under the salesperson's control such as policies of top management, competitive actions and the size of the potential market, these authors feel they should not form the basis of performance appraisals and other personnel activities which affect the salesperson. The salesperson's behaviours should receive more attention.

Weitz proposes a contingency model of salesperson effectiveness which states that,

"the effectiveness of sales behaviours across customer interactions is contingent upon or moderated by  
a) the salesperson's resources (product and customer knowledge, analytical interpersonal skills),  
b) the nature of the customer's buying task,  
c) the customer-salesperson relationship and  
d) interactions among a, b and c."<sup>77</sup>

The following table summarises the determinants and reasons for failure of salespeople as identified by various authors.

**Table 1 Determinants and Reasons for Failure in Salesperson Performance**

<b>Determinants</b> [Churchill et al] <sup>78</sup> (in order of importance)	[Busch et al] <sup>79</sup>	<b>Reasons for Failure</b> [Johnston et al] <sup>80</sup>	<b>- Industrial salespeople</b> [Ingram et al] <sup>81</sup>
role variables (role conflict and ambiguity)	knowledge of merchandise procedures	lack of initiative	failure to concentrate on top priorities
skill level	customer service ability	poor planning and organisation	inability to identify customer needs
motivation	sales ability	lack of enthusiasm	poor listening skills
personal factors e.g. personality	team selling cooperation	lack of customer orientation	
job-related aptitude	product-merchandise knowledge	lack of personal goals	
organisational and environmental factors	knowledge of store policy		

The research by Churchill et al<sup>82</sup> and Busch et al<sup>83</sup> give determinants of salesperson performance. The second two studies give reasons for failure in the salesperson job, with the study by Ingram et al<sup>84</sup> focusing specifically in industrial salespeople. In the study

done by Busch et al specifically on salespeople in retail fashion/fashion accessory industry, they found five factors which contribute to retail salesperson performance;

- a) knowledge of merchandise procedures, including, inventorying, creating displays, packing shelves
- b) customer service ability, including providing courteous service, handling complaints and/or service problems, following prescribed procedures for returns and cross selling,
- c) sales ability, includes ability to close the sale, promoting high profit margin items, working well with and assisting other salespeople,
- d) product-merchandise knowledge, which includes knowledge of design, style and construction of the product, knowledge of material, colour coordination and complimentary accessories, knowledge of special promotions and advertised sale items, and
- e) knowledge of store policy, which included accurate and complete paperwork, punctuality, and accurately follows instructions.<sup>85</sup>

Many factors have been identified as contributing to and hindering effective retail salesperson performance. These studies however, do not define effectiveness nor do they indicate whose view of effectiveness is being used and whether this view is shared by others involved in the working environment.

There is a fairly large body of research on salesperson effectiveness and knowledge structures. Sujar et al found that more effective salespeople have richer knowledge structures than ineffective salespeople about customer types, in terms of customer traits and strategies for selling to those customers.<sup>86</sup> There are two types of knowledge structures; category and script. Category structures contain information necessary to describe and classify objects e.g. customers. Sujar et al<sup>87</sup> used supervisory ratings of performance as a measure of effectiveness. They do not describe the 10-point performance scale used by supervisors but say that "research on performance appraisals suggests that supervisor evaluations often are superior to 'hard' measures because supervisors integrate across many facets of performance, some of which are not readily quantifiable."<sup>88</sup> These authors however, also do not describe what these 'many facets of performance' are.

Also using categorization theory, Szymanski defines effective salespeople as those who make fewer errors in categorizing prospective customers at successive stages of the sales process.<sup>89</sup> According to Weitz et al there are two types of knowledge associated with categories - declarative and procedural.<sup>90</sup> They say that declarative knowledge is the set of facts associated with the category, or as Szymanski puts it "the attribute information pertaining to clients"<sup>91</sup>. Procedural knowledge on the other hand, consists of the desired

action sequences associated with the category.<sup>92</sup> In other words, this is the customer's needs in terms of the process of the service encounter. This can be related to a distinction in customer needs made by Szymanski.<sup>93</sup> He says that information about the customer's needs in terms of products is not sufficient to bring about a sale. These needs relate to declarative knowledge. He goes on to say that customers also have desires and wants in relation to the selling process. To this author, satisfying these process needs relates to the salesperson's procedural knowledge. Szymanski emphasises the importance of this knowledge when he says,

"In an environment where competition is keen and many goods can satisfy the client's product requirements, a competitive advantage may accrue to the salesperson who additionally satisfies the client's sales process requirements."<sup>94</sup>

He concludes that ineffective salespeople are likely to focus too much attention on uncovering the customer's product needs (declarative knowledge emphasis), while effective salespeople also concentrate on identifying the customer's sales-related needs (procedural knowledge emphasis).

Script structures are the second type of knowledge structure. A script has been defined as an "a priori plan"<sup>95</sup>, and has been termed a learned sequence of causal chains<sup>96</sup>. For example,

"knowledge of typical events and actions occurring in sales situations, central characters involved in selling situations, conditions for initiating a particular sequence of actions, and typical results from performing a sequence of actions".<sup>97</sup>

Thus scripts include information on sequences of events and actions commonly encountered in situations, which can then be used to guide behaviour in other, similar situations.<sup>98</sup> These scripts would also include information on the person's role-set, such as expectations of their own and others behaviours and would "reflect the individuals learned (or imagined) conceptions of the prototypical service experience".<sup>99</sup> The scripts appear then, to be subjective frameworks into which a person fits his/her experiences, beliefs and expectations about events and other people, and thus attributes meaning to, and acts in, situations. Thus while category structures contain information necessary to categorise customers in terms of product and process needs, script structures contain information necessary to act in a manner appropriate to the identified category and current sales situation. The notion of a script is similar to Kelly's<sup>100</sup> construct system which theoretically underpins this research and which is discussed in more depth in Chapter 3.

In an analysis of salespeople's scripts, Meng Leong et al found that effective salespeople, as defined by sales performance (number of sales), exhibit more sophisticated sales scripts than do ineffective sales people, and that the differences appear to be related to adaptability and to the typicality and complexity of the sales situation.<sup>101</sup> For the effective salespeople each event has greater distinctiveness and they also consider more contingencies that might happen within each sales situation. The dimensions of distinctiveness and contingency relate directly to adaptability of the salespeople. In other words the more effective salesperson is better able to cope with variations across sales situations as well as variations within the sales situation. This is supported by Weitz et al who found that "to practice adaptive selling effectively, salespeople need an elaborate knowledge structure of sales situations, sales behaviours, and contingencies that link specific behaviours to situations."<sup>102</sup>

Weitz describes salespeople as "marketing communication vehicles" that can adapt their sales presentation to the specific circumstances encountered in each customer interaction (i.e. customer needs, behaviours and reactions) and should therefore be more successful when they adapt their behavior to each sales situation.<sup>103</sup>

Adaptive behaviour has been described by some researchers<sup>104</sup> and psychologists as self-monitoring<sup>105</sup>. Snyder defines self-monitoring as the "degree to which individuals respond to others (or adapt their behaviour) based upon situational cues to social appropriateness".<sup>106</sup> Caldwell and O'Reilly state that

"if an individual is sensitive and can respond to a variety of possibly divergent social cues, that individual should be more successful in conveying information across organisational boundaries and thus be a more effective performer".<sup>107</sup>

In a study using field representatives, these authors found that self-monitoring was positively associated with performance. Dubinsky and Hartley however, found that self-monitoring is positively related to retail salespeople's role conflict and ambiguity but unrelated to performance.<sup>108</sup> They comment:

"Being able to adapt to the social situation apparently does not assist retail salespeople in resolving the disparate demands placed upon them by their role partners, but serves to exacerbate the conflict. Being attentive to social cues that are generated from a variety of sources may only heighten retail salespersons' awareness of the conflicting demands they encounter. (Also) being adaptive to social situations appears to increase the uncertainty retail salespeople have about their jobs. Rather than using the cues as guidelines for appropriate behavior, the multiplicity of cues from their role partners might lead to greater uncertainty about what retail salespersons are expected to do in their positions."<sup>109</sup>

On the relationship between self-monitoring and performance they comment,

"Adaptive retail sales personnel are not necessarily more productive. Weitz<sup>110</sup> offers a potential explanation of this finding. He hypothesizes that adaptive sales behaviour will be unrelated to performance when 1) an individual purchase decision by a customer has little effect on salesperson performance; 2) the salesperson does not expect future business from the customer; and 3) the salesperson-customer relationship is poor and characterised by conflict. All three conditions are likely to be present in a retail sales position."<sup>111</sup>

Thus while research on effectiveness of field or industrial salespeople indicates the importance of sophisticated script structures allowing adaptive selling, when it comes to adaptive behaviour of retail salespeople, the evidence is inconclusive, if not, contradictory. It must be noted however, that this was research conducted in the United States and may therefore not be true in this country. Also, the measure of performance used in the study was the percentage of departmental sales per salesperson. Referring back to the discussion on effectiveness and what it means (Chapter 1), this may not be an appropriate measure.

In other research also using script analysis, Solomon et al<sup>112</sup> look at service encounters as human interactions between customer and service provider. Because the service encounter is purposive and task oriented, the goals of each party are clearly defined and agreed upon by society. As a result of this consensus, ritualized patterns of behaviour evolve and the parties learn (although to varying degrees of proficiency) a set of behaviours appropriate to the situation and the attainment of their goals.<sup>113</sup> These ritualized patterns of behaviour are what Schank calls a script.<sup>114</sup> Problems with the service encounter are most commonly due to deviations from scripted behaviour<sup>115</sup>. Solomon et al found that in sales interactions, there are three main reasons for deviations from scripted behaviour:

- a) one of the parties (customer or salesperson) steps out of his/her role;
- b) the participants do not share common role definitions, or
- c) the actors are not reading from a common script.<sup>116</sup>

Thus again the research indicates that script structures of different actors in the retail environment may be different and represent different perceptions or definitions of what effective performance of a salesperson involves. The idea that there are different perceptions and expectations held by different constituencies has found research support for example, Parkington and Schneider<sup>117</sup> found that there was a discrepancy between the service orientation held by bank tellers and that of top management.<sup>118</sup> In a later study, Schneider et al found that the bank employees perceptions correlated with those of customers and that the lack of shared values amongst management and employees had a negative impact on the organisations success.<sup>119</sup> Beatty's research in banks indicates that

salesperson whose behaviour is contingent upon the behaviour of a customer (in other words adapts his/her behaviour to the behaviour of the customer), is more effective than one who does not.<sup>133</sup> The ability to predict customer behaviours and expectations is therefore important for salesperson effectiveness. Kelley suggests that managers wanting to instill a customer orientation amongst employees must develop an understanding of what is expected of them.<sup>134</sup> To do this, salesperson effectiveness needs to be defined. As the salesperson performs a boundary spanning role and therefore has to live up to expectations of both management and customers, it is important that both these party's views of salesperson effectiveness be considered.

Participants in the service encounter provide clues to customers about what they can expect in terms of service. Aspects such as the dress or appearance of the sales personnel<sup>135</sup> and the nonverbal behaviour of these personnel as well as that of other customers, have been found to aid the customer in forming service expectations.<sup>136</sup> If sales personnel are unaware of these customer expectations, or if the salesperson is receiving different messages from top management, then service quality as delivered by these sales people is unlikely to meet that of customer expectations. Solomon et al propose that discrepant role expectations decrease efficiency.<sup>137</sup> Discrepancies in salesperson performance may not only be due to an unawareness of customer expectations but due to conflicting role expectations of superiors. For example, if customers require a high level of service but management demand that employees minimise the amount of time spent with each customer so that they can concentrate on other duties such as arranging shelves and setting up displays, then such conflict exists. It therefore seems important to establish what customer expectations are in terms of salesperson performance and compare these to those of management and the sales people themselves.

Bitner states that there is a surprising lack of customer-driven research which could assist with strategies for training, monitoring and motivating service personnel. She goes on to say that more research is needed in the areas of screening, training, and motivating service employees to be **marketers** rather than functionaries.<sup>138</sup> Busch et al support this by stating that there is a need to use empirically based approaches in the selection of items against which employees can be selected, performance can be evaluated etc.<sup>139</sup> Muczyk and Gable suggest that if customers' perceptions of salespeople's' performance can be established then managers can provide behaviour-based feedback during the evaluation of the salespeople.<sup>140</sup> Criticism of past research on sales performance has mentioned that there is too much emphasis on organisational outcomes and not enough on the actual behaviours that are required to perform the job activities.<sup>141</sup> There is thus a need for research which attempts to overcome this criticism by establishing the activities as well as characteristics and outcomes required for effective performance of retail salesperson's job.

Gronroos<sup>142</sup> says that when a service provider knows how the service will be evaluated by the customer, s/he is able to suggest how to influence these evaluations in the desired direction. Thus perceptions and expectations and particularly congruency or agreement between the perceptions and expectations held by the various parties in the retail sales environment, seems important, and yet does not seem to have been studied to date.

To conclude then, the first problem identified for this research is that the term effectiveness cannot be conclusively defined either at an organisation or individual level. Various constituencies within and without the organisation are likely to have different definitions and criteria for the measurement of effectiveness of the organisation or any subunit thereof. The research on salespeople and particularly retail salespeople to date indicates that role conflict and ambiguity are common. This would hardly be surprising if the different groups with whom the salesperson must interact have different views of effectiveness for the salesperson. Even research on salesperson effectiveness does not seem to define what is meant by effectiveness of the salesperson and yet attempts to find what it is that differentiates between effective and ineffective salespeople.

A further problem is that as far as this author could ascertain, there appears to be no research on this matter conducted in South Africa. Most of the mentioned studies are either American or British. Neither original nor replication studies could be found.

### **3. A Critique at a Metatheoretical Level**

A critique at a metatheoretical level reveals a further problem with past research. At this level one looks behind the actual research, at the underlying assumptions and theories of the researcher. Using Keat and Urry's<sup>143</sup> classification of theories, the three general philosophies of science are positivism, realism and conventionalism. The most dominant of these philosophies is positivism. For the positivist, "science is an attempt to gain predictive and explanatory knowledge".<sup>144</sup> This is done by establishing theories consisting of general statements or laws which represent observable regularities. These laws are tested by means of observation and experimentation, and they therefore allow prediction and explanation of observable phenomena. Science, for the positivist, does not involve the establishment of cause and it does not deal with the unobservable.

The realist, also believes that science is empirically based, rational and objective and that the purpose is prediction and explanation. The difference between the positivist and realist is that the realist distinguishes between prediction and explanation. It is the explanation of phenomena which is the primary objective for the realist. The realist is therefore not only interested in the existence of regularity but also the necessary connections between

phenomena. Thus theoretical terms are introduced to represent unobservable entities and processes. Cause and effect is thus important for the realist.

In contrast to both the positivist and the realist, the conventionalist rejects the scientific model of explanation. The conventionalists are not united on their reasons for this rejection, but rather only in the fact that they oppose both the positivist and realist philosophies. The conventionalists generally believe that man is free willed and that the act of studying man affects his behaviour. They therefore reject the notion of predictability.

Although the positivist approach is the most common in the natural sciences its applicability is severely limited in the social sciences. Burrell and Morgan<sup>145</sup> suggest two approaches to explanation in the social sciences; objective and subjective approaches. These approaches differ on the fundamentally underlying assumptions about reality and man's interaction with it. The objective or scientific approach, sees man as existing in a real world consisting of hard and tangible things. It "exists independently of the individuals appreciation of it"<sup>146</sup>. The social world is seen to exist just as the natural world does. Man's behaviour is thus determined by the environment in which he exists. Because of the objectivity of this real world, behaviour can be observed, hypotheses can be verified or rejected, and the relationships between elements analysed. In this way knowledge can be acquired cumulatively in the search for laws or underlying regularities in the social world just as is done in the natural world. "The methodological issues of importance are thus the concepts themselves, their measurement and the identification of underlying themes - ...universal laws which explain and govern reality which is being observed"<sup>147</sup>. This approach epitomises the natural sciences with its emphasis on scientific rigour, the construction of scientific tests and the use of quantitative techniques for data analysis.

The other approach, the subjectivist approach, is similar to Keat and Urry's conventionalist argument. In this approach, reality is believed to be a product of individual consciousness. Structure exists only in the mind of mankind. It is made up of categorisations, names and concepts developed and used by man to structure, describe, make sense of, and negotiate the external world. Knowledge, for the subjectivist, is personally experienced by man. It is subjective, soft, spiritual or even transcendental, "based on experience and insight"<sup>148</sup> (anti-positivist). Man is thus free-willed and determines his own behaviour. To study man requires a subjective approach, the principal concern of which is to understand "the way in which the individual creates, modifies and interprets the world"<sup>149</sup>. The emphasis is on understanding what is unique and particular to the individual. Subjectivists criticise the scientific approach in that they say that it is too

mechanical and does not recognise that man determines his own behaviour and can thus not be predicted.

The theoretical position of the researcher is often revealed in the methodology of the research. (It must be noted however, that some researchers may have underlying assumptions from one philosophy and yet use a methodology appropriate to another philosophy.) The research discussed in this chapter appears to fall mostly into the objectivist camp (using Burrell and Morgan's<sup>150</sup> classification). Experiments are conducted, causal and intervening variables are identified and cause and effect relationships established. At the end of the research predictions about future behaviour are made. Hassard suggests that there is a "dominance of quasi-experimental approaches" to study in the social sciences, and that these are "dysfunctional as (they) leave blind spots in the analysis"<sup>151</sup>. He goes on to say that

"orthodox investigations are seen as constrained by the scientific method; and especially its insistence on establishing distance between the researcher and the researched."<sup>152</sup>

Using Keat and Urry's<sup>153</sup> classification, this research would fit predominantly into the realist camp. Although the objective is explanation and prediction, there is the recognition of the influence of theoretical terms such as role conflict and ambiguity. These variables can not be directly observed and would thus not be considered under a positivist philosophy.

Such research could thus be criticised by Keat and Urry's<sup>154</sup> conventionalist or Burrell and Morgan's<sup>155</sup> subjectivist viewpoints. This study recognises the arguments and criticisms of all the approaches and attempts to find a methodology which is neither exclusively subjectivist nor objectivist. Such a methodology uses George Kelly's<sup>156</sup> Personal Construct Theory which is described in the following chapter. By using this theory and the methodological tool, the Repertory Grid, this research hopes to bridge the epistemological divide.

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## CHAPTER 3

# PERSONAL CONSTRUCT THEORY AND THE REPERTORY GRID TECHNIQUE

### Introduction

This chapter begins by discussing the philosophical debate mentioned in Chapter 2 in relation to Personal Construct Theory, which underpins the current research. Because Personal Construct Theory is believed to bridge the divide, and cannot be packaged as exclusively subjectivist or objectivist, it may be said to be 'free-floating' and its use thus avoids the criticisms of the two approaches. The chapter continues by briefly describing Personal Construct Theory and then focusing on the Repertory Grid, which is the tool developed by Kelly to study construct systems. This discussion includes the components of Repertory Grids i.e. elements and constructs; the elicitation of constructs; and the analysis of Grids. The chapter then discusses various applications of the Repertory Grid with particular emphasis to the Stewart and Stewart<sup>1</sup> study, the methodology of which, is to a large extent utilised in this research. Finally, the chapter concludes with an appraisal of the Grid Technique and outlines the appropriateness of the technique to the current research.

### 1. Personal Construct Theory and the Philosophical Debate

Personal Construct Theory "effectively bridges the divides in the philosophical debates"<sup>2</sup>. The assumptions of this theory fall somewhere between the extreme objectivist and subjectivist poles.

George Kelly, developer of Personal Construct Theory, states that "rather than depending upon bedrock assumptions about the inherent nature of the universe, or upon fragments of truth believed to have been accumulated, ... (Personal Construct Theory) is a theory of man's personal inquiry - a psychology of the human quest"<sup>3</sup>.

Kelly said that "man looks at his world through transparent patterns or templates which he creates and then attempts to fit over the realities of which the world is composed."<sup>4</sup>. These templates, he calls constructs. He maintains that individuals constantly explore their environments and, based on their experiences, develop a 'mental map' made up of constructs<sup>5</sup>. These constructs, or roads on the map, channalise, focus and guide behaviour<sup>6</sup>.

"They are what enables man, and lower animals too, to chart a course of behaviour, explicitly formulated or implicitly acted out, verbally expressed or utterly inarticulate, consistent with other courses of behaviour or inconsistent with them, intellectually reasoned or vegetatively sensed."<sup>7</sup>

The 'mental map' Kelly calls a construction system - a more or less coordinated system of constructs. This is a person's 'world view' or interpretive framework; the mechanism by which s/he makes sense of his/her world and imposes meaning on it through alternative constructions. It is man's approach to life; the reference map he uses to predict, anticipate and behave in the world of events he is faced with. Thus man's construction system is an approximation or incomplete representation of the real world.

The philosophical debate between objectivist and subjectivist can further be divided into four interwoven debates; the ontological, epistemological, "human nature", and methodological debates<sup>8</sup>. These are debates which help to identify the underlying meta-theoretical assumptions of a theorist or theory.

The next section looks at Personal Construct Theory in terms of each of these debates in an attempt to see whether it does in fact bridge the subjectivist-objectivist divide.

### **1.1. The ontological debate:**

This debate is about "the very essence of the phenomena under investigation"<sup>9</sup>. It is essentially about reality and whether it is external (realist) or internal (nomalist) to the individual. According to Kelly, "Man creates his own ways of seeing the world in which he lives; the world does not create them for him"<sup>10</sup>. He formulates in his own way, constructs through which he views the world of events. Kelly thus views the world as real but says that man's psychological processes are based upon personal versions of that reality. Kelly therefore seems to support the realists in acknowledging that the real world exists outside of the subjective construals of the individual, but at the same time, as Mair points out, "he assumes that we *never* at any time in our lives come into direct, naked contact with it."<sup>11</sup> Salmon<sup>12</sup> also says that the contact with reality is by means of the interpretations, the constructions man makes, and these are constantly revised due to the validation outcomes of behavioural experiments. One can go as far as to say that the very essence of construct theory is that man subjectively structures his world through his constructs. He creates cognitive boundaries and an interpretive framework which is unique to him, and which allows him to make sense of, and attribute meaning to, the world. Thus man cannot exist without creating a simplified world within himself. "Whatever the world may be, man can come to grips with it only by placing his own interpretation upon what he sees"<sup>13</sup>. Kelly says that "since we insist that man can erect

his own alternative approaches to reality, we are out of line with traditional realism, which insists that he is always a victim of his circumstances."<sup>14</sup>

Kelly also stresses that man's representations of reality are real even though they may be misrepresentations. He says "Any living creature, together with his perceptions, is part of the real world."<sup>15</sup> This statement is particularly difficult to slot into either of the arguments in the ontological debate. It recognises that reality exists, but does not limit reality to the natural world of hard and tangible objects as the realists do. So Personal Construct Theory seems to bridge this divide.

### **1.2. The epistemological debate:**

The epistemological debate concerns "the grounds of knowledge"<sup>16</sup> - whether the nature of knowledge can be identified and communicated as being real and tangible (positivist), or whether it is subjective and based on experience (anti-positivist). Personal Construct Theory again does not support either the positivist or the anti-positivist arguments exclusively. According to Kelly, man develops constructs in order to better predict events in the world. In developing a construct system, he identifies regularities and causal relationships in the real world in an attempt to anticipate future events. As the organisation corollary, one of the eleven corollaries which make up construct theory states, *Each person characteristically evolves, for his convenience in anticipating events, a construction system embracing ordinal relationships between constructs* . In this way, Kelly appears to adopt a positivist stance using principles of empiricism and practical logic. Man observes the world, identifies his own hypotheses, tests these and thus identifies regularities and uses this knowledge to enhance and improve his construct system so as to better predict future events.

On the other hand, because these construals are so unique and personally owned, and are only representations of reality, "Kelly lends weight to the contention that the only means of understanding the world and indeed making sense of it is by seeing it from the individual's subjective point of view"<sup>17</sup>. The original uses of the theory for psychoanalysis and therapy and Kelly's own belief that the best way to find out about a client and their problems is to ask them, all lend testimony to an anti-positivist approach. Thus Personal Construct Theory is neither exclusively positivist nor anti-positivist.

### **1.3. The Nature of Man debate:**

The debate on the nature of man concerns "the relationship between human beings"<sup>18</sup> and whether man's behaviour is determined by the environment (deterministic) or whether man freely determines his own behaviour (voluntaristic). Personal Construct Theory is again neither exclusively deterministic or voluntaristic. "Man creates his own ways of

seeing the world in which he lives; the world does not create them for him"<sup>19</sup>. He is a "creature who made his own circumstances"<sup>20</sup>. Man develops, tests and adjusts constructs to improve their predictive capability. By using constructs to predict events, man can adapt his behaviour based on the predictions. Because man can represent his environment through his constructions, he can place alternative constructions upon it, and therefore alter his construction of reality if he does not like it. Man thus charts his own course through life as he determines the constructs which he uses to represent it. He is thus free-willed.

*On the other hand, the same argument can be used for determinism. As man uses constructs to predict events of reality so as to adapt his behaviour, is he not in fact being determined by the environment? Kelly argues against this point by saying that,*

*"the relation established by a construct or a construction system over its subordinate elements is deterministic. In this sense the tendency to subordinate elements is deterministic. The natural events themselves do not subordinate our constructions of them; we can look at them any way we like. ... The structure we erect is what rules us."*<sup>21</sup>

The construction system itself also represents opposing arguments. The construction system may be seen as a "mental map" - a representation of reality. The constructs represent roads on the map. Events can only be construed in terms of the constructs, or roads of the map (although constructs and the system as whole can change and enlarge over time) and thus the individuals behaviour is limited to these constructs. In Kelly's terminology, "man construes that which he encounters of the real in terms of his construct system, which, in effect, sets limits on what he can comprehend"<sup>22</sup>. As those constructs are representations of reality, reality must determine to some extent at least, the constructs in the construct system, and as this limits what man can comprehend, it could be argued that man is determined by his environment. However, as the constructs are bi-polar - each road offers two directions of travel - , the individual always has a choice as to which pole will be used in the construal of the event. Man can alternatively construe the reality with which he is faced. His construals are thus entirely his own. With the basic assumption of alternative construction, man always has the choice of how events will be construed.

Kelly deals with the **free-will versus determinism** debate by saying that "determinism and freedom are opposite sides of the same coin - two aspects of the same relationship"<sup>23</sup>. "Freedom is freedom only if it is the freedom to determine something"<sup>24</sup>. Bannister and Fransella continue this line of thought,

*"free-determined is a construction we place on acts and it is only useful to the extent that it discriminates between acts. The construction (like all our interpretations) is useful only as a distinction and even then the*

distinction must have a certain range of convenience. A person is free *with respect to* something just as he is determined *with respect to* something else. In this way construct theory avoids the determinist argument that puts the arguer in the paradoxical position of being the puppet *deciding* that he is a puppet. Equally, construct theory avoids the doctrine of unlimited free will which suggests a mankind that cannot be understood because it has no 'cause and effect' aspects"<sup>25</sup>

Kelly<sup>26</sup> assumes that the concepts of freedom and determinism are two complementary aspects of structure. Neither is an absolute. A thing is free *with respect to something*; and is determined *with respect to something else*. With regard to the construction system he says,

"A person's construction system is composed of complimentary superordinate and subordinate relationships. The subordinate systems are determined by the superordinate systems into whose jurisdiction they are placed. The superordinate systems, in turn, are free to invoke new arrangements among the systems which are subordinate to them."<sup>27</sup>

To summarise, Kelly makes the following two statements,

"man can enslave himself with his own ideas and then win his freedom again by reconstruing his life"<sup>28</sup>.

And,

"Ultimately man sets the measure of his won freedom and his own bondage by the level at which he chooses to establish convictions. The man who orders his life in terms of many special and inflexible convictions about temporary matters makes himself a victim of circumstances. Each little prior conviction that is not open to review is a hostage he gives to fortune; it determines whether the events of tomorrow will bring happiness or misery. The man whose prior convictions encompass a broad perspective, and are cast in terms of principles rather than rules, has a much better chance of discovering those alternatives which will lead eventually to his emancipation. ... To the extent that the events may, from their prior assumptions, be construed, predicted, and their relative courses charted, men may exercise control, and gain freedom for themselves in the process."<sup>29</sup>

#### **1.4. The Methodological debate:**

Finally, the methodological debate concerns "the way in which one attempts to investigate and obtain 'knowledge' about the real world"<sup>30</sup>. Essentially this debate concerns how man should be studied. The nomothetics believe that the study of man should be the same as the study of any observable object in the natural sciences. This argument emphasises the importance of "systematic protocol and technique"<sup>31</sup>. The ideographic approach is based on the view that man can only be understood by analysing his subjective accounts

of activities. Personal Construct Theory again bridges the two opposing arguments. As constructs are means of subjectively construing the world, they are best understood by subjective analysis of the individual in an attempt to understand his construction system - how he makes sense of the world. Kelly suggests that it "may be advantageous not to view man only in terms of certain common problems, experiences or drives, but to look at ... their personal ways of giving meaning to events..."<sup>32</sup>. The individual thus is the focus of attention rather than universal generalities. This epitomises the ideographic argument.

On the other hand, Kelly talks of **man-the-scientist** and says "As a scientist, man seeks to **predict**, and thus control, the course of events."<sup>33</sup>. Man does this through construing - "the noting of replications in his experience"<sup>34</sup>. Thus he uses the constructs to discriminate between events and anticipate new events. "The constructs which he formulates are intended to aid him in his predictive efforts"<sup>35</sup>. When talking of scientists, "he (Kelly) assumes for the purposes of his argument, that scientists are people who seek to predict and control the course of events; who, to this end, hold and up-date theories, frame and test hypotheses, run experiments, and judicially weigh experimental evidence."<sup>36</sup>. Man develops hypotheses (constructs), and tests them for their predictive value. If the hypothesis is verified (the construct can be used to effectively anticipate and predict, and thus exert some control over events) it is added to the theory. The construct system is thus continually modified and adjusted through systematic protocol and technique. If we assume that the man studying man is like all other men then we must also assume that he is also man-the-scientist i.e. using scientific protocol and technique. Thus Personal Construct Theory also encompasses the nomothetic argument.

## **2. Personal Construct Theory**

From the above discussion it can be seen that Kelly's Personal Construct Theory appears to bridge the divide between the objectivist and subjectivist camps. It cannot be packaged as exclusively subjectivist or objectivist. Instead it may be said to be 'free-floating'. Underpinning the theory is the philosophy of **constructive alternativism**<sup>37</sup>.

"Like other theories, the psychology of personal constructs is the implementation of a philosophical assumption. In this case the assumption is that whatever nature may be, or howsoever the quest for truth will turn out in the end, the events we face today are subject to as great a variety of constructions as our wits will enable us to contrive"<sup>38</sup>.

He says that no one has yet devised a set of constructs that will predict everything accurately. And,

"What we think we know is anchored in our own assumptions, not in a bed rock of truth itself, and that world we seek to understand remains always on the horizons of our thoughts. To grasp this principal fully is

The Repertory Grid developed by Kelly is a way of quantifying the subjective views of the individual under study. It is a way of "representing personal constructs as a set of distinctions made about elements relevant to the problem domain"<sup>67</sup>. While originally developed as a psychological tool used in clinical situations, it has since been applied to numerous non-clinical settings such as selection<sup>68, 69</sup>, training<sup>70</sup>, evaluation of training<sup>71</sup>, management education<sup>72</sup>, vocational guidance<sup>73</sup>, the investigation of motivation at work and Stewart and Stewart's analysis of managerial effectiveness<sup>74</sup>. It is this last application that most resembles the proposed study. The Stewart's<sup>75</sup> methodology for the elicitation of constructs and the development of a questionnaire will form a guideline in the proposed study.

According to Chetwynd<sup>76</sup>, the Grid Technique is an excellent measuring instrument for research projects and its adaptability makes it appropriate for use in many situations. He goes on to say that "practically in any research project where it is useful to assess attitudes, feelings and opinions, Grid Technique is an appropriate measurement device"<sup>77</sup>. Easterby-Smith describes the Repertory Grid as a "very fertile instrument" which "allows great flexibility in design and application"<sup>78</sup>. He also says that it is "an extremely powerful means to quantify peoples' attitudes, feelings and perceptions"<sup>79</sup>. Dr Valerie Stewart<sup>80</sup> adds that the technique is free of interviewer-bias. Therefore Personal Construct Theory will form the foundation of the research and the Repertory Grid Technique the measurement tool.

### **3.1. Early beginnings - Rep Test**

The early requirements for a diagnostic instrument were for the use in a clinical setting to assist the psychologist in diagnosing and treating patients' psychological problems. Kelly refers to the notion of 'psychological space' as the part of the person's construct system which deals with the roles of the self and others. The subject's constructs in this part of the construct system can be seen as a set of reference axes with respect to which he plots the behaviour of himself and others in an attempt to understand and anticipate future events. Thus by identifying the constructs and the linkages between them, one can start to understand the psychological space of the client.

The first instrument or technique developed in Personal Construct Theory was the Role Construct Repertory Test (Rep Test). This was developed by Kelly and was "designed to be used in a clinical or preclinical setting"<sup>81</sup>. The test at this time was limited to role constructs and the aim was to determine or investigate the "subject's relations to particular people"<sup>82</sup>.

Kelly states the following assumptions underlying the Rep Test. These are equally applicable to subsequent Grid modifications and to construct elicitation in general<sup>83</sup>.

a) "The constructs elicited by the test are permeable"<sup>84</sup>. This means that the construct can be applied to elements other than the three from which it was elicited. "We hope that the subject reveals, in taking the test, those channels through which new experiences, as well as old, may run."<sup>85</sup> "Constructs which are repeated on different figures can be considered as showing evidence of permeability. The number of figures to which the construct is applied suggests the range of permeability."<sup>86</sup> Permeability may be restricted to certain fields. For example, a construct may be quite permeable for woman i.e. new woman elements are associated with the construct, but may not be permeable to men. Such a construct would have a different permeability to one that can be applied to both men and women.

b) "Preexisting constructs are elicited in the test."<sup>87</sup> In other words, while the test may occasionally lead to the development of a new construct in the subjects repertoire, there is a presumption of "some lingering degree of permanence in the constructs"<sup>88</sup>.

c) The verbal labels are communicable and understandable. "The words the subject uses in naming his constructs, and the explanation he gives, are adequate to give the examiner some practical understanding of how he is organising the elements in the test."<sup>89</sup> This assumption is obviously very important in the clinical setting where diagnosis and therapy must follow.

d) "The elements are representative of all the people with whom the subject must relate his self-constructed role."<sup>90</sup>.

e) "The constructs elicited should be explicitly bi-polar"<sup>91</sup>.

f) Relating to the more recent analyses of the Grid: "The psychological relationships between any two constructs, for a given person, are reflected in the statistical association between them when they are used as judgmental categories"<sup>92</sup>.

The Rep Test was used predominantly in the clinical setting and therefore tended to be used with individuals only. In those early days, the use of the test for groups had not been experimented with. However, Kelly does say that "It is possible to utilize a Group Form of the Rep Test, although exploration along this line has not preceded far enough to describe its usefulness with a high level of confidence."<sup>93</sup>.

### **3.2. The development of the Repertory Grid Technique**

Following the more restrictive Rep Test, came the development of the Repertory Grid Technique. Because construct systems channelise behaviour, a technique was needed to "render them objective and explicit"<sup>94</sup>. Kelly thus invented the Repertory Grid Technique as a way of getting people to exhibit to him their own construct systems. It is a technique which "focuses on *how a single individual develops an understanding of his own world*, and it contrasts with conventional psychological test which attempt to classify people within the psychologist's world"<sup>95</sup>. The Repertory Grid Technique uses the same basic assumptions and processes as the Rep Test, but allows far more flexibility in terms of the domain of interest and therefore the elements chosen.

The Repertory Grid Technique allows the interviewer to get a mental map of how the interviewee views the world. And this can be done with the minimum of observer bias.

### **3.3. Process involved in the Repertory Grid Technique**

#### **3.3.1. Elements**

Kelly believed that people's thoughts were made up of two things: elements and constructs. The elements are the objects of the person's thoughts<sup>96</sup>. "Elements are chosen to represent the area in which construing is to be investigated"<sup>97</sup>. In the original Rep Test the elements were twenty-four role titles of people with whom the client related in his daily living e.g. mother, father. The subject was given a Role Title List and asked to assign the names of real people to the roles in the list. These people then represented the elements in the test. Kelly however, says that there are many possible applications and that "the possibilities for marginal entries (elements) are almost unlimited"<sup>98</sup>. Some of the examples he gives include behaviours, occasions, experiences and culturally prescribed constructs<sup>99</sup>, others include objects such as products or abstract qualities such as justice and democracy<sup>100</sup>.

The elements should be roughly representative of the people, objects or events in the context under study. The specific elements chosen will depend on the domain of the study. Care must be taken to ensure that the elements fall within the range of convenience of the context under study<sup>101</sup>. The elements must be well-known and personally meaningful to the interviewee<sup>102</sup>. They should also be discrete and homogenous. In other words the element list should not include people and activities together. There are three strategies for selecting elements.

- a) The elements may be supplied by the researcher,
- b) The interviewee may be asked to generate a list of elements once the researcher has given them the class of elements required, or
- c) The researcher can ask the interviewee a series of questions, the answers of which are the elements.

a) The first strategy is most often used in market research when the researcher wants to find out the interviewees perceptions about his product in comparison to competitive products. He does this by determining the constructs the interviewee uses when dealing with the different products. It may also be appropriate when there has been past research into the topic of interest, and there is therefore considerable knowledge of the elements. Supplying elements allows many interesting possibilities. For example, Matthews, Bancroft and Slater used photographs as elements and Chetwynd<sup>103</sup> used profiles of women to investigate stereotyping of the roles of mother and wife<sup>104</sup>. A disadvantage of using supplied elements is that the interviewee may not be familiar with them and thus the Grid method becomes inappropriate<sup>105</sup>.

b) An example of the second strategy where the elements are generated from the interviewee is where the interviewee may be asked to write down the activities he performs in his job. Each activity would be an element. This strategy has the disadvantage that you can not ensure that the elements are roughly representative of the spectrum of alternatives. For example the interviewee may only list the activities in his job which he performs well.

c) By asking specific questions (strategy 3), the researcher can ensure a better spread of elements across the element class while at the same time eliciting the elements from the interviewee. This is particularly important when trying to gain more in-depth information from the interviewee and when trying to establish what differentiates one set of elements from another as in the case of effective versus ineffective sales people<sup>106</sup>.

Irrespective of the strategy used to select the elements, each element is then written on a small card so that it can be displayed independently of the other elements.

### 3.3.2. Constructs

"The constructs are the qualities which people use to think about the elements"<sup>107</sup>. The constructs may be supplied by the researcher, or elicited from the interviewee. Kelly's emphasis in the theory on the personal nature of constructs, suggests that it is necessary to elicit the constructs from the individual.

There seems to be considerable evidence in favour of elicited constructs. Evidence shows that elicited constructs are more personally meaningful than supplied ones. For example, Bonarius says that "research has shown convincingly that the individual prefers to express himself and to describe others by using his own personal constructs"<sup>108</sup>.

And,

"There is also considerable evidence that subjects judge both themselves and others more extremely on elicited constructs than on supplied ones, which is consistent with the finding that they rate the former as more personally meaningful than the latter"<sup>109</sup>. See also Cromwell and Caldwell<sup>110</sup> and Lanfield<sup>111</sup>.

However, Warr and Coffan<sup>112</sup> argue that,

"on the basis their own data ... it is possible through careful selection to obtain a set of supplied constructs which do not differ significantly from a subject's own elicited constructs in terms of personal meaningfulness."<sup>113</sup>

And,

"most people are practiced in communicating their personal judgments to others in terms of a fairly wide range of common adjectives. Thus they can be expected to make about the same discriminations among people within limits, whether they employ constructs elicited from themselves or supplied adjectives"<sup>114</sup>.

Research done by Chetwynd<sup>115</sup> suggests that supplying constructs may be most appropriate when the constructs have been elicited from a sample of individuals drawn from the same population<sup>116</sup>.

### 3.3.3. The elicitation of constructs

Construct elicitation is a fundamental process underlying the Repertory Grid Technique. There are several ways of eliciting constructs.

#### 3.3.3.1. The Minimum Context Card Form (Triads of Elements)

From the pile of cards containing the elements, the person is given three cards at a time and is asked, for each combination of elements; "In what important way are two of them alike but different from the third?"<sup>117</sup>. This triadic-comparison procedure, also known as the 'three card trick', results in both poles of the construct being identified. Three cards is the minimum necessary to produce both similarity and difference<sup>118</sup>. The term used by the interviewee to describe the likeness or similarity represents the one pole of the construct, while the term used to describe what it is about the third element that makes it different, is the other pole of the construct. The term representing the similarity is known as the emergent pole and the contrasting pole is known as the implicit pole of the construct<sup>119</sup>. Triads are randomly drawn from the pile of element cards.

### 3.3.3.2. The Full Context Form

"In this form, all elements, written on separate cards are spread out in front of the person. They are asked to think of important ways in which groups of the people are alike. When the first two cards are selected, they are asked in what way they are alike. As subsequent cards are added, the person is occasionally asked whether it is still the same category as for the first two cards. If one is taken away, the person is also asked if the same category is still being used."<sup>120</sup>.

### 3.3.3.3. The Sequential Form

"Here, the elements are presented as in the Minimum Context Form i.e. triads, but they are presented systematically by changing one in the triad each time"<sup>121</sup>.

### 3.3.3.4. Dyads of Elements

Epting et al<sup>122</sup> report that in their research they found that a more explicit contrast was obtained when people were asked for the opposite to the emergent pole rather than using the triad method to establish the contrasting pole. For this reason, some applications use dyads of elements for construct elicitation for example, Salmon<sup>123</sup> and Ryle and Lunghi<sup>124</sup>. This is somewhat contrary to Stewart et al<sup>125</sup> who say that a construct need not be composed of a phrase or word and its semantic or dictionary opposite. Past research has demonstrated that a construct has more meaning if it consists of pairs of descriptors rather than a descriptor and its negation<sup>126</sup>.

### 3.3.3.5. Laddering

The construct system is not just a jumble of assorted perceptions or distinctions. Instead it is a hierarchical structure with some constructs being far more significant and influential than others. It is sometimes necessary for the researcher to use techniques to expose as much of the construct system in the domain of interest as is possible. One such process for achieving this is called laddering. This is a procedure described initially by Hinkle<sup>127</sup> for eliciting increasingly superordinate, or higher order constructs<sup>128</sup>. Simply put, this involves probing the interviewee after the elicitation of each construct using the triad or dyad method, with a preference question and then a series of 'Why?' questions. As Brown<sup>129</sup> explains, the interviewer does what a persistently curious child does. S/he asks 'Why?' after each answer or response by the interviewee. Stewart et al<sup>130</sup> provide the following example,

The elements on the cards are close business colleagues of the interviewee. The interviewee is asked for the similarity and difference in the usual way. Once this is recorded, the interviewer asks whether in general, the interviewee prefers to work with people who are at the one end of the construct, or at the other. This answer is recorded. The specific wording of this question will depend on the purpose of the

research. Then the interviewee is asked why s/he has this preference. The answer given is another construct superordinate to the first and which also has a preferred side. The interviewee is then asked why the one pole is preferred on the new construct. The process is continued until either verbally or non-verbally, the interviewee indicates that s/he cannot or will not explain this any further. Answers such as 'That's just the way I prefer it' or 'That's just the way it is' are common at this stage.

The sequence of 'why' questions gradually elicits more constructs, each of greater importance and personal relevance. This is known as progressing 'up' the ladder. However, it is also sometimes necessary to ladder 'down'. This is necessary when the elicited construct is global and general. To come down the ladder a series of 'how' questions are asked. For example, the interviewer may ask 'Can you tell me more about *how*  $x$  and  $y$  are different?' or 'Can you give me examples of how  $x$  is not the same as  $y$ ?'. Laddering 'down' elicits increasingly subordinate (concretistic) constructs. This is similar to the process of constructing pyramids which Landfield<sup>131</sup> was first to describe as an alternative to the triad method of construct elicitation<sup>132</sup>. Brown<sup>133</sup> describes laddering in cognitive mapping terms. She says that laddering 'up' reveals antecedent conditions or explanations while laddering 'down' reveals anticipated effects or consequences. She believes that laddering should be used to extract the 'truth' from the respondent. She says,

"the specific focus of the (why) questions at any point in the mapping reduces considerably the number of escape routes from 'the truth' open to respondents!"<sup>134</sup>.

Theoretically one could ladder right up to the level of core constructs. These are value-laden constructs which reveal the respondent's view of the way the world works<sup>135</sup>. Grid experts, however, warn against this. "One clinical expert on Grid states that a person's core constructs represent, in a real sense, his God."<sup>136</sup>. Stewart et al give several reasons for not exposing these constructs:

a) **Self-deception.** People often have a self image which does not reflect reality. Exposing this discrepancy between their core constructs and their treasured self-image can be very traumatic and psychologically damaging.

b) **Internal Contradictions.** "It is possible to have mutually contradictory core constructs, which are kept apart by the exercise of considerable (and often unconscious) psychological energy. There is for example, the fundamentalist evangelical Christian who is a biologist; with one half of his head he believes in the Bible account of creation, and with the other half he believes in Darwinian theory,

and he manages to keep the two apart by not admitting the contradiction"<sup>137</sup>. Exposing the contradiction could also be highly traumatic.

Stewart et al<sup>138</sup> say that for most industrial and business applications (e.g. training needs analysis, market research and questionnaire design) of Repertory Grid it is not necessary to venture so far up the psychological ladder. These authors recommend only one level of 'why' questions.

Irrespective of the means of elicitation, constructs may include thoughts, feelings, objective or subjective descriptions, attitudes or prejudices<sup>139</sup>. Thus in the Repertory Grid Technique constructs are elicited and recorded in bi-polar form, in the interviewee's own words, without any interpretation from the therapist or researcher. The interviewee is given successive combinations of the elements until no new constructs appear. It is often important for the researcher to set the limits on the scope of constructs elicited. This does not mean that the researcher biases or influences the constructs elicited. What it does mean, is that the researcher indicates the frame of reference s/he requires. This helps the interviewee 'see the wood and not just the trees'. The frame of reference stems directly from the research area. For example, in an interview with an excellent salesperson, where the purpose is to find out more about how he sees his customers, so as to train other sales people to develop similar perceptions, the elicitation question might be, 'Tell me something that two of the three customers (elements) have in common that makes them different from the third, *in terms of what they are like to sell to?*'. The qualifying question nearly always takes the form 'in terms of...' or 'from the point of view of...'<sup>140</sup>.

An important advantage of construct elicitation, is that the interview remains free of observer or interviewer bias. The interviewee construes the elements to produce the bi-polar constructs. These constructs are a very personal reflection of how the interviewee views the world, or that part of the world under study<sup>141</sup>.

Chetwynd<sup>142</sup> summarises Hunt's<sup>143</sup> guidance for the suitability of construct types. He says constructs are not suitable if they are,

- |                                    |                                  |
|------------------------------------|----------------------------------|
| - situational                      | lives in Cape Town               |
| - too impermeable                  | is a man / woman                 |
| - too permeable                    | she acts on the stage            |
| - superficial                      | has brown eyes                   |
| - vague                            | she is OK                        |
| - a direct product of a role title | she is a director <sup>144</sup> |

When constructs such as these are elicited, methods such as laddering become necessary.

Construct elicitation is the first stage of the Repertory Grid Technique interview. It provides the constructs but it does not show you how they are used, or the relationships between them. It is the dimensionality, or specifically the bipolarity of the constructs, which enables the establishment of the Grid matrix which can be analysed to determine the relationships between the constructs<sup>145</sup>. Some research requires only the elicitation of the constructs, while others require a more indepth study into the structure and interrelationships in the construction system.

#### 3.3.4. The Full Grid

Once all the constructs have been elicited, the Full Grid can be established. "The mapping of the elements onto the constructs produces a two-dimensional Grid of relationships"<sup>146</sup>. The Grid is formed when the constructs are placed along one side ( rows) with the poles on opposite sides of the Grid and the elements are placed along the other side (columns). The client is then asked to place a check mark, or not, at each intersection of row and column, depending on the pole of the construct which applies to the element<sup>147</sup>. A check would indicate the one pole and a blank cell the other. Thus the client would look at each element and decide which of the construct poles is most applicable to them.

In more recent applications of the Grid, the construct is regarded not as a dichotomy but as a scale. This resulted in two other Grid types, the rank order Grid and the rating Grid. In the **rank order Grid** the interviewee is asked to rank the elements on the constructs e.g. from most *generous* to most *mean*. The raw data can be analysed by hand or using the computer. By hand, rank order correlations can be done and the main construct dimensions extracted. These are the two constructs which account for the most variance. According to Fransella and Bannister "this simple form of cluster analysis gives virtually identical results to that obtained by, for example, a principal component analysis"<sup>148</sup>. The rank Grid becomes infeasible when the number of elements is large. Also, as Smith and Stewart report "in any size Grid, ranking may force discrimination where no difference in fact exists"<sup>149</sup>.

The **rating Grid** uses a scale between the construct poles. This format is similar to Osgood, Suci, and Tannenbaum's<sup>150</sup> semantic differential. Fransella and Bannister point out however that "this superficial similarity of format should not be taken as indicating similarity of underlying theory and assumptions"<sup>151</sup> The major difference is that with the semantic differential, all subjects are given the same list of dimensions, whereas with the Repertory Grid the dimensions or constructs are elicited from each subject<sup>152</sup>.

Different size scales have been used for different applications,

"Practitioners of Grid use anything from a two-point to a nine-point scale. There is no evidence to suggest that a seven-point scale is getting any closer to most people's limits of discrimination (than a five-point scale), and much above five points is very difficult to examine visually, so five points suits us"<sup>153</sup>.

For the rating Grid the interviewee rates each element on each construct so as to build up a matrix of elements X constructs. There are two options for filling out the rating Grid. The researcher can get the interviewee to rate all the elements on each construct as it emerges (known as the Across-method), or wait until all the constructs are elicited and then rate each element on all the constructs (the Down-method). "For most purposes whether you use the Across- or the Down-method seems to be a matter of personal choice and experiment"<sup>154</sup>.

This type of Grid allows you to see how each construct is used and to compare constructs if necessary. Comparisons can also be done between elements. An advantage of this Grid is that if the element does not fall within the range of convenience of the construct then a 0 can be placed in the cell. This detail is not available to the tick/blank Grid user<sup>155</sup>. A disadvantage of this Grid type is that because of the complexity of the data, analysis by hand becomes extremely difficult. There are however, many computer programmes which can be used to analyse the data. Some of these are described in the next section.

Bannister and Mair define a Repertory Grid as "any form of sorting task which allows for the assessment of relationships between constructs and which yields these primary data in matrix form"<sup>156</sup>.

Fransella and Bannister point out that the few studies that have been done on the comparability of the Grid types show that, "Grids of various forms cannot be considered identical either in terms of the perceived task or in terms of the results"<sup>157</sup>.

### **3.4. Analysis of the Repertory Grid**

In the early days of the Rep Test analysis relied heavily on the therapist's interpretation of the client's language. However, with later development and use of the Repertory Grid Technique it became possible to look beyond the words at specific contexts to understand the person's outlook in his own terminology. The mathematical analysis of the Grid data provides a graphical representation of the way in which the subject construes and interprets the physical, social and emotional aspects of the world around them<sup>158</sup>.

The basic Grid emerges as a two-dimensional matrix with the constructs in the rows and the elements in the columns and ticks and blanks in the cells. Because of this structure, "any row can be described in terms of all the columns and any column can be described in terms of all the rows. The implications of this are that pairs of rows can be compared in

terms of the columns on which they match. Similarly, association between columns can be developed in terms of their rows"<sup>159</sup>. Smith claims that "Repertory Grids are merely a way of obtaining an individual's elements and constructs and subjecting them to a statistical analysis so that an objective and quantifiable map can be produced"<sup>160</sup>.

Analysis of the Repertory Grid has taken many forms. "The matrix can be factor analysed to see to what extent the person is employing a variety of constructs, or only a few constructs masquerading under different names"<sup>161</sup>. Levy and Dugan, in exploratory research on the analysis of Repertory Grids using factor analysis, found that "regardless of the variety of words used by their subjects, the protocols tended to be factorially simple"<sup>162</sup>. Kelly<sup>163</sup> developed a simpler, nonparametric method of factorising a person's psychological space. It is nonparametric in that it is based on dichotomies rather than parameters or scales. This method involves establishing the relationship between pairs of rows (variables) by counting the matching pairs of intersects. Kelly says, "the significance of the matching can be computed by a *p-value* (level of statistical significance) determined even more appropriately than in the case of a correlation coefficient."<sup>164</sup> He points out that, "the factor is not a sliding scale which may be moved from side to side along the row; it is matched to the rows in a fixed manner. In this respect it is not equivalent to the factors one obtains by conventional factorial analysis."<sup>165</sup>

Also, "the nonparametric method of factor analysis which we have proposed is quite in harmony with the conceptual system of the Psychology of Personal Constructs. Our psychological system is itself a dichotomous system and it seems altogether appropriate that our mathematical methods should be based on a similar kind of reasoning."<sup>166</sup>.

According to Stewart et al<sup>167</sup> there are five principal methods of analysis used today. These are frequency counts, content analysis, visual focusing (the simple form of factor analysis), cluster analysis, and principal-components analysis. The first two methods analyse content while the last three analyse content as well as the interrelationships in the Grid.

The first three techniques may be useful for analyses of the tick and cross matrix, but as soon as scales are used for rating the elements on the constructs, the Grids are large, or there are a large number of Grids to analyses, the data becomes far more difficult to analyse 'by eye'<sup>168, 169</sup>. In such cases "it is almost always necessary to process the results by computer"<sup>170</sup>. Kelly comments on the use of computer programmes,

"Neither abstraction nor generalisation has ever been computerised, nor can either be realized by any obedience to the canons of rationality, or by performing the symbolic transformation of mathematics, useful as

these procedures may otherwise be. What can be computerized, for example, is the elimination of redundancy in a construction matrix"<sup>171</sup>.

Despite this apparent lack of faith in computers, there are various computer programmes which have been developed to make the process of sorting and re-sorting elements and constructs much easier. These include the SPSS<sup>172</sup>, Focus<sup>173</sup>, SocioGrid<sup>174</sup>, Gran<sup>175</sup>, Pegasus<sup>176</sup>, Principal Component Analysis for Grids<sup>177</sup>, and GAP<sup>178</sup> packages.

### **3.5. Applications of the Repertory Grid**

The Repertory Grid Technique was predominantly a clinical tool, but since the early 1970's there has been an abundance of industrial and business applications. There are four main areas of non-clinical applications. They are market research<sup>179</sup>, selection<sup>180, 181</sup>, training<sup>182, 183</sup>, evaluation of training<sup>184</sup>, management education<sup>185</sup> and organisational analysis<sup>186</sup>.

According to Stewart et al<sup>187</sup> the first to use the Grid in a non-clinical setting were the market researchers who were attracted by the lack of observer bias. This application was on how customers' viewed various products - the companies and the competitors', and thus the research assisted with brand imaging. Easterby-Smith<sup>188</sup> says that the Grid can be useful in examining what underlies the judgmental process. Judgments are made about different products, different sales people, different company images etc. Market research need not be limited to consumers who are external to the company. For example, the Repertory Grid Technique has been used by a training department to see how managers view the various programmes and services offered by the department<sup>189</sup>. Smith and Stewart remark, "The ability of the Repertory Grid Technique to obtain in-depth information with relatively few subjects makes it an ideal technique for small 'in-house' market research projects"<sup>190</sup>.

The next applications, according to Stewart et al<sup>191</sup> were in the Personnel area. Tyson<sup>192</sup> used the Repertory Grid Technique to study Personnel Management as an occupation. The Grid has also been used in the selection process to produce job descriptions. See Smith<sup>193</sup> and Smith<sup>194</sup>. Also in the field of selection, Grids have been used to establish the characteristics that selectors use in their judgments of candidates<sup>195</sup>. The map of a person's constructs, which is an outcome of the Repertory Grid Technique is ideally suited to training needs analysis and evaluation. In fact, the most extensive use of Grids has been to evaluate training. Smith and Ashton<sup>196</sup>, Brook<sup>197</sup> and Easterby-Smith<sup>198</sup> used Grids to evaluate management training. Cooper and Oddie<sup>199</sup> evaluated social skills training for waitresses using elicitation techniques.

The Repertory Grid Technique has been used in vocational guidance and counseling<sup>200</sup>, in determining the factors used to appraise performance<sup>201</sup>, in the development of cognitive performance appraisals for managers<sup>202</sup> and in team building exercises to get people to share constructs about common problems. Smith and Stewart<sup>203</sup> also suggest the use of Grids to improve communication between departments within an organisation.

Smith<sup>204</sup> reports on work done in the field of Management Development. He says that as the cognitive maps (construct systems) guide behaviour, it makes sense that if you can study the map of an individual, then you can make predictions about his behaviour. He also says,

"if we can find ways to alter a person's map, either through management training or, say, planned experience, we should be able to alter their subsequent behaviour"<sup>205</sup>.

One of the earlier non-clinical applications was work done by Stewart et al<sup>206</sup> in the field of managerial effectiveness. This research acted as a guideline to the current research and is therefore described in more detail.

Stewart et al begin describing their research by saying,

"we have used Grid to clarify what people mean by 'effective manager'"<sup>207</sup>.

And,

"We used part of the Grid Technique to interview managers about their perceptions of effective and ineffective behaviour at work, so as to draw up a picture of the total company view of effectiveness."<sup>208</sup>.

Managers were asked to use as elements, three colleagues they believed to be effective in their jobs, three whom they believed to be less effective, two whom they believed varied in terms of effectiveness in their jobs, and themselves. "The data was then content-analysed and an overall description produced of the construct poles that people said were related to effectiveness"<sup>209</sup>.

"As a result of this exercise we were able to develop changes to the performance appraisal and career development patterns that better reflected the real demands for effective performance"<sup>210</sup>.

### 3.5.1. Stewart, Stewart and Fonda's<sup>211</sup> application of the Repertory Grid Technique to studies of managerial effectiveness.

Here the Repertory Grid Technique is used to clarify what people mean by an 'effective manager'. Through interviews using the triad method, constructs are elicited. These are transformed into questionnaire items. The questionnaire contains constructs in a bi-polar form around a 5-point scale. The questionnaires are given to the respondents twice: the first time they are asked to rate an effective manager and the second time an ineffective manager. The completed questionnaires are analysed to discover:

- a) which items significantly discriminate between effective and ineffective managers,
- b) which items are strongly associated with effectiveness, and
- c) which items are strongly associated with ineffectiveness.

From this a pen-picture is drawn of the effective manager.

The exact method of calculating a), b) and c) is used in this research and will therefore be detailed in the methodology section.

In a related, but different application, Stewart et al<sup>212</sup> conduct a similar study to determine what effectiveness in a first-line management job really meant. The difference is that because of the larger sample size, it was impractical to interview all these managers. Instead interviews were done with a small sample of the managers, and the elicited constructs were then put into a questionnaire that was later administered to a larger sample. Stewart et al say,

"Interviews with 12 to 15 sales managers are usually enough to give a large pile of different constructs, which are then content-analysed and turned into a questionnaire<sup>213</sup>.

"The complete questionnaire contains between 80 and 120 items, and attempts to represent all the behavioural, job-related constructs that have been produced by the interviewees. The next stage is to distribute the questionnaire to at least two groups of people in the organisation - the sales managers themselves and the sales managers' managers. In the instructions they are asked to think of the most effective sales manager they know, and to describe him, warts and all, on the questionnaire. The two important features of these instructions, which must not be omitted, are (a) they must be thinking about a real person, not an ideal type, and (b) they must describe him, warts and all, good points and bad. When all the questionnaires have been returned and a gap of three weeks or so elapsed, a second copy of the questionnaire is then issued to the same managers. This time they are asked to describe the least effective sales manager they know - again a real person, good points and bad. The completed questionnaires are then analysed to discover (a) which items significantly discriminate between effective and less effective managers, (b) which items are strongly associated with effectiveness and (c) which items are strongly associated with

ineffectiveness. From this analysis a pen-picture is drawn, of 'the effective manager' as he is seen by the people closest to the job"<sup>214</sup>.

Commenting on this research, Easterby-Smith<sup>215</sup> points out that this procedure is only feasible with reasonably large numbers in the group being investigated. The Stewarts<sup>216</sup> used twenty managers. A criticism also related to sampling that could be leveled at the Stewart<sup>217</sup> methodology and any other methodology using questionnaires, is that Personal Construct Theory maintains that each mental map or construction is unique, and therefore can one generalise from a sample of constructions to the entire population? The Stewart's<sup>218</sup> do not deal with this issue specifically. However, this author believes that one must keep in mind the purpose for which the research is conducted. In the Stewart<sup>219</sup> research the purpose is to develop a performance appraisal specifically suited to the organisation. According to Stewart et al<sup>220</sup> a major advantage of performance appraisals developed using this method, is that the instrument is tailor-made for the company and thus does not suffer from the problems of 'bought' or 'off-the-shelf' instruments. Using the above method (i.e. determining what it is that makes an effective manager) has been termed the 'blueprint' approach and has been used by several researchers<sup>221, 222, 223</sup>. Such 'blueprints' would obviously need to be tested for their applicability over time. Constructs dealing with effectiveness may change particularly if interventions such as training and communication about role definitions occur.

In another application to identify training needs, Stewart et al interview "job holders, their managers, their subordinates, or anybody else who has a view about that role"<sup>224</sup>, in order to establish what behaviour is perceived to be needed for effective performance. Unlike the previously mentioned research by Stewart et al<sup>225</sup> on manager effectiveness where only the job incumbent and the immediate superiors were interviewed, the research on training needs involves interviews with all people who might have views on the role in question. The current research, although most similar to the former in terms of methodology, does resemble the latter in that more constituencies' views are considered i.e. Top management, first-line management and customers.

### **3.6. Reliability and Validity of the Repertory Grid**

As with all forms of psychological assessment, the issues of reliability and validity always surface. However, many authors have pointed out that given the vast range of Repertory Grid Techniques and the enormous range of applications, it is difficult to talk in terms of *the* reliability and *the* validity of Repertory Grids<sup>226, 227</sup>. Mair<sup>228</sup> and Cronbach<sup>229</sup> both state that "one of the big problems regarding the study of stability of Grid scores is the number of ways in which Grids can be varied"<sup>230</sup>. Slater argues that,

"the reliability and significance of a Grid cannot be investigated by the methods used for a battery of tests given to a group of subjects ... The reason is that the theory from which psychometric methods for measuring reliability and significance are derived assumes that samples can be drawn at random from an objectively defined population. The assumption can be satisfied by the nomothetic data in a table of test scores but not by the ideographic data of a Grid"<sup>231</sup>.

Despite this and other arguments, some authors have tested the reliability of Grids. Epting<sup>232</sup> found test-retest reliabilities of 0.65, 0.62 and 0.64. **Reliability** is usually defined along the lines of 'consistency of the measuring instrument'. However, in the realm of Personal Construct Theory, man is seen as constantly in motion, or, as Kelly<sup>233</sup> puts it, 'a form of motion'. "Mair<sup>234</sup> has suggested that instead of expecting a measure to yield near identical scores on *all* occasions, one should substitute the notion of *predicting* whether there should or should not be change"<sup>235</sup>. These authors however, do not comment on how this can be practically achieved. They go on to say,

"Our aim should be to understand the meaning of change, not to regard it as an irritating interference with the 'reliability' of our tests by an irresponsible subject - to be looked on as 'error variance'"<sup>236</sup>

Bannister and Mair, after a lengthy discussion on the reliability of Repertory Grid method, conclude:

"One practical rule must be that if the reliability of a particular Grid in a particular context needs to be known, for either theoretical or practical reasons, then it will have to be specifically assessed as part of the experiment venture. It is to be hoped that the day of the comprehensive cookbook of tables of Grid reliabilities will never come. Such a volume might help perpetuate the tendency to regard high reliability as an experimental necessity, rather than encourage the view that 'reliability' is, in itself, a target for experimental investigation"<sup>237</sup>.

Slater<sup>238</sup> says that there are several areas of concern regarding reliability of Repertory Grids. The first is *element consistency*, which is the extent to which subjects exhibit consistency over time in the way in which they apply the same construct to the same elements. Studies<sup>239, 240, 241</sup> have shown that this form of test-retest reliability is generally high. These studies seem to indicate that subjects appear, over time, to use the same constructs in a particular domain of interest. This would mean for example, that in the domain of sales person effectiveness, subjects tend to use the same constructs over time.

The second type of reliability is what Slater<sup>242</sup> calls *relationship consistency* and Emerson<sup>243</sup> calls *construct consistency*. This refers to the extent to which the relationships between constructs are consistent over time. Studies by Bannister<sup>244</sup>

and Bannister and Fransella<sup>245</sup> show that "Repertory Grid provides a consistent measure of the pattern of relationships between subjects' constructs, although they tell us little about the stability of such patterns over time"<sup>246</sup>. The pattern of constructs about which these authors speak is the relationships between constructs in the hierarchical construction system. In other words, what Bannister and Fransella<sup>247</sup> are saying is that the Repertory Grid is a reliable measure of the relationships but that these relationships may change over time. This means that how these constructs are used and where they fit into the hierarchy may change over time. Taking the two types of reliability together, the research seems to indicate that the constructs pertaining to the particular domain of interest are likely to remain fairly stable but how they are used may change over time. In terms of the Stewart<sup>248</sup> methodology, this would indicate that the constructs represented by the items in the questionnaire are not likely to change substantially over time, but how these constructs are used may vary. Thus an organisation using this methodology to design a performance appraisal would not have to conduct an entirely new study on a regular basis to ensure that the measure is still appropriate. What would be necessary however, would be that the questionnaire be periodically re-administered and re-analysed to ensure that the correct emphasis is placed on the constructs which are particularly important and placed higher up the construction hierarchy.

Hinkle<sup>249</sup> suggests that the wider the implicate range of the construct, the greater the resistance to change. This raises the issue that construct consistency may be higher for superordinate constructs than it is for subordinate constructs. Findings by Emerson<sup>250</sup> support this suggestion. The more superordinate the construct, the greater its implicative range and therefore the less resistant it is to change<sup>251</sup>. These findings and suggestions indicate that when dealing with core or superordinate constructs, the researcher can expect higher construct consistency than with lower order constructs. In terms of the Stewart et al<sup>252</sup> research, one would have to conclude that the consistency is likely to be lower because the constructs are not believed to be superordinate. In fact, Stewart et al<sup>253</sup> warn against laddering up to core constructs in the interviews. Practically, this would mean that an organisation using data from such research would have to check its appropriateness from time to time to ensure its continued usefulness.

**Validity** generally refers to the extent to which the test measures what it is supposed to. Vernon<sup>254</sup> takes a rather unorthodox view when he says that a test measures itself and is valid in the extent to which its results correlate with observable behaviour. "Its validity then lies in the inferences we are entitled to make from it"<sup>255</sup>. Bender<sup>256</sup> reported significant results in a study of the value of Grids for

predicting behaviour, and Fransella and Bannister<sup>257</sup> report that the Repertory Grid exhibits both predictive and concurrent validity when used to measure political construing<sup>258</sup>.

To summarise, the Repertory Grid has been found, in the few studies done, to be a reliable and valid measure of a person's constructs in the domain of interest. However, the consistency of the constructs elicited in the Repertory Grid may not be as high. In other words, the constructs, particularly subordinate ones, may vary over time. Because there is no standard Grid method, the merits, accuracy and validity of the technique must be analysed within the context for which it has been designed.

"The Grid is truly a technique and one which is only limited by the user's lack of imagination"<sup>259</sup>.

Although the Repertory Grid does not appear to adequately satisfy the statisticians definitions of reliability and validity, this last quotation sums up the benefit and value of the Repertory Grid Technique to the researcher.

"Kelly's technique - Repertory Grid - enables one to interview someone in detail, extracting a good deal of information about him from superficial to the clinically diagnostic, and to do this in such a way that the input from the observer is reduced to zero."<sup>260</sup>.

### **3.7. Why the Repertory Grid is used in this research**

Kelly's Personal Construct Theory has been chosen for this research because it deals specifically with peoples' subjective views, but at the same time allows quantification of results and avoids the typical problems such as observer bias experienced by so-called 'subjective' methodologies. The Repertory Grid is a way of mapping these constructs; of getting the person to show the researcher how s/he subjectively views the world. It is these subjective views of reality which shape the person's behaviour. Thus by understanding the underlying constructs, one can get a better understanding of their psychological processes and ultimately behaviour.

In this research we want to find out how people involved in the retail setting view sales person effectiveness. In other words, we want to know what they think about, and therefore what affects their behaviour, in terms of sales person effectiveness. What is it that makes one person more effective as a sales person than another? How do the groups differentiate between effective and ineffective sales person behaviour? What are the behaviours or characteristics that the groups believe are associated with effectiveness?

As Stewart et al say,

"Construct elicitation as a technique in its own right is useful whenever you want to examine the vocabulary with which someone thinks about the particular bit of the world you are interested in"<sup>261</sup>.

Shaw states that "the extent to which two constructs array the elements in the same way indicates the similarity of the two processing systems"<sup>262</sup>. Similarity in processing systems indicates similarity in behaviours. If retail store manageresses and salespeople share similar processing systems in terms of salesperson effectiveness, then it is likely that they will behave in similar ways in terms of this domain. This research attempts to ascertain the degree of similarity between the groups in the retail arena in terms of their views of sales person effectiveness. The Repertory Grid Technique's appropriateness is perhaps summarised by Stewart et al who say,

"Grid provides a way of doing research into problems - almost *any* problems - in a more precise, less biased, way than any other research method."<sup>263</sup>.

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## CHAPTER 4

### RESEARCH HYPOTHESES AND METHODOLOGY

#### **Introduction**

This chapter pulls together the preceding three chapters. It begins by identifying the research problem. It then states the objective of the research and presents the hypotheses to be tested. The remainder of the chapter details the methodology followed.

#### **1. Statement of the Problem**

From the previous three chapters it should be apparent that retail salespeople are a crucial link between the customer and the organisation. Their boundary spanning role requires that they work effectively with both management and customers. Their effectiveness is very closely linked to store effectiveness.

There is very little agreement however, on what the term 'effectiveness' actually means. Studies on effectiveness have not explicitly stated what definition of effectiveness they are using and they do not address the notion that people may have different views of what salesperson effectiveness is. Even the work of Meng Long et al<sup>1</sup> and Solomon et al<sup>2</sup> on scripts of sales people, assume knowledge of what effectiveness is.

This study takes a step back and finds out what the different groups in the retail arena believe sales lady effectiveness is. It does not begin with an assumption of what effectiveness means, but begins with an in-depth study of what the parties involved in the retail arena believe effectiveness of the salesperson actually means. This line of research was indicated as necessary by Bitner et al<sup>3</sup> when they suggest comparing managerial, customer and contact personnel perceptions of the service encounter and the specific role expectations of the parties. Others have also indicated that it is important to establish, and communicate differences in views or role expectations<sup>4, 5</sup>.

The research does this using a methodology that transcends the objectivist-subjectivist debate of the social sciences. The theory underlying the research is Personal Construct Theory. This theory professes to bridge the divides between these debates. The theory is operationalised using the Repertory Grid Technique which enables the researcher to establish the subjective views of the respondents without bias or corruption of the data and then quantify this data so as to make probabilistic predictions about future behaviour. In other words, this technique is used to examine the thought processes which influence behaviour, and allows the researcher to make probabilistic predictions about the behaviour of the groups in similar circumstances in the future.

The Repertory Grid Technique, developed to elicit this information, is simple to use, very adaptable and provides a wealth of information. As Chetwynd says "In practically any research projects where it is useful to assess attitudes, feelings and opinions, Repertory Grid Technique is an appropriate measurement technique."<sup>6</sup>

## **2. Research Objective And Hypotheses**

The primary objective of this research is to determine what constructs top managers, branch manageresses, salespeople and customers use when considering salesperson effectiveness in a retail environment. In other words, what do each of these groups consider to be effective behaviour or characteristics necessary for effective behaviour, for a retail salesperson?

The following research hypotheses are tested:

- 1) The **constructs** held by top managers, branch manageresses, sales ladies and customers with respect to sales lady effectiveness, **are the same.**
- 2) The **constructs** of the four groups are **similar** to those elicited from **documentation** concerning the salesperson and her job e.g. the job description.
- 3) Greater similarity in the constructs of the four groups is positively associated with store performance as measured by store sales to target.

### **3. Methodology**

#### **3.1. The Company**

The retail organisation used in this study is a major player in the South African retail fashion industry. With its head office in Cape Town, it has over 300 stores around the country. The organisation is part of a larger group and is just one of four retail companies in the group. Although the companies share common systems and services such as research and financial services, each company is run autonomously with its own mission statement, objectives and strategy. The company accounts for more than 50% of the group's sales and profits but is believed to be reaching maturity. The products are primarily aimed at satisfying the clothing needs of women and children. All stores offer customers extended credit facilities.

#### **3.2. The people involved in this retail arena**

For the purposes of this study, the emphasis was on the retail store salesperson and the people with whom s/he came into contact, or was influenced by, in performing her/his job. As this retail operation deals only with women's fashion, the salespeople were all women. Therefore from now on they will be referred to as sales ladies or sales assistants (as referred to in the job description). The people with whom the sales ladies came into contact included customers, store manageresses and area and / or regional managers.

Both types of *manager* are a link between the store manageresses and higher management levels. They report to the divisional manager. Both types of manager are responsible for turnover management, merchandise management and expense control in the stores reporting to them. The *Area Managers* each control approximately 30 stores. According to the area manager job description, his/her responsibilities relating to sales ladies include recruitment and selection, in-house training and development, performance feedback, discipline and recommendations in terms of transfers, promotions, outside training and salary increases.

The *Regional Manager* is in a more senior position and therefore has a greater number of stores under her/his control. These managers are also largely responsible for store manageress selection, training and development, whereas the Area managers are more involved with the staffing decisions regarding sales ladies. Regional managers are however, responsible for motivation and evaluation of performance of all staff in stores under their control. Regional managers also have the added responsibility of ensuring awareness and compatibility in the stores with the company's image, maintaining company systems and procedures, and examining expansion opportunities.

The extent of involvement of the area manager in the personnel decisions affecting the sales lady depends on the competence of the manageress. Generally the area manager takes the final decisions while the manageress provides the necessary information and completes the documentation.

The sales lady is recruited using word-of-mouth, walk-ins or newspaper advertisements. Initial screening takes place over the telephone at regional office. Thereafter the manageress is involved in checking references and the accuracy of the application form. Preliminary interviews are usually conducted by the store manageress. Short-listed applicants are then interviewed by the area manager, sometimes accompanied by the store manageress. It is the area manager who usually makes the final selection decision. It is then over to the manageress to ensure that the new employee is inducted into the organisation and the store. The manageress explains the duties in the Task Analysis for Sales Ladies. See Appendix 6. She then tracks the new sales lady's performance in terms of knowledge and performance of these tasks. In consultation with the store manageress, the area manager makes promotion, transfer, salary and disciplinary decisions concerning the sales lady.

*The sales lady job description is divided in to four main sections:*

- a) Selling and service
- b) Sales Administration
- c) Merchandise Control, and
- d) Security and Stock Loss

The sales lady job description can found in Appendix 5.

### **3.3. The Sample**

The study was limited to the Western Cape with the Paarl store being the furthestmost point from Cape Town. This limitation was due to time and cost constraints and because the study was exploratory and could be expanded later if deemed useful. The study was divided into two parts. Firstly interviews were conducted with a sample of each of the groups; customers, sales ladies, store manageresses and area and regional managers, to elicit the constructs on sales lady effectiveness. Later the constructs were included in a questionnaire which was given to a larger sample of each of the groups. These questionnaires were then analysed to test the three hypotheses.

### **3.4. The Interviews**

Fifteen stores were chosen from the Cape Peninsular region with the furthestmost store being in Paarl. The only limiting factor for inclusion in the sample was that the stores had to have more than 2 sales ladies. The manageresses' names were provided by the regional office. The manageress of each of the 15 stores was then asked to randomly select 30 active credit customers from the store's database. In other words, the customer had to be an account holder and the account had to be active. An active account is one that had been used in the previous 12 month period. The reason that this section of the total database was chosen, was that these people were accessible as their addresses and phone numbers were on record. As the interviews took at least 45 minutes it was felt that it would not be possible to interview people in the store thus capturing both credit and cash customers. Also by restricting the sample to active customers, the researchers could be sure of up-to-date information, so that time was not wasted checking information first.

Restricting the customer sample to active customers did introduce the problem that these customers were obviously reasonably satisfied with the service or they would not be active customers. This, however, was not believed to be a serious methodological problem as the interviewees were asked to think of any sales ladies irrespective of the retail firm at which they worked. In other words, they were not restricted in their choice of sales ladies they had come into contact with, to those employed at the store in question. The aim was to find out what they believed sales lady effectiveness entailed, not what it was about this store's sales ladies that was good and bad. This fact was stressed in the interviews.

From the list of thirty active credit customers, five customers were randomly chosen for interviewing. As some customers were not available for interviewing, randomised selection continued until five interviews per store had been organised. Interviews were organised telephonically, and the interviews took place at a time and place suitable to the customer. To try to ensure a representative sample, some interviews some took place at lunch time and after hours so that working customers were also included in the sample.

The store manageresses were also asked to provide the names of 2 sales ladies randomly chosen from each of their stores. These sales ladies and the manageress of the store were also interviewed using the same technique (discussed later). The top management group comprised the area and regional managers for the Western Cape region. They form the level above the store manageresses in the organisational hierarchy. Five of them were also interviewed.

The sample structure was therefore;

top managers	-	5 (regional and area managers)
manageresses	-	15 (1 per store)
sales ladies	-	30 (2 per store)
customers	-	75 (5 per store)

### 3.4.1. The Repertory Grid Technique

Using the triad method of the Repertory Grid Technique described in Chapter 3, the constructs were elicited in the interviews. The interview procedure is detailed in Appendix 7.

#### 3.4.1.1. Elements

For this research, the strategy chosen for selecting elements was to ask the interviewees questions (as can be seen in Appendix 7), the answers of which were the elements. In this way, the researcher could limit the elements to a specific domain but still elicit the elements from the interviewees thus ensuring that the elements were personally meaningful<sup>7</sup>. The element group chosen for this application of the Repertory Grid were retail sales people. For each of the samples the interviewee was asked to think of three effective and three ineffective retail sales people. According to Stewart et al, the following are advantages of using people as elements,

- "a) They are often easier to construe in terms of behaviour than tasks are.
- b) It usually takes less time to generate a people element set than a task element set.
- c) The constructs elicited usually have an 'effective' pole and a 'less effective' pole, which may make it easier to comprehend the nature of the behaviour elicited, and may be easier to work with subsequently".<sup>8</sup>

As Stewart et al suggest, "If you are interested in the border between one kind of element and another, then you have to include some elements from the other side of the border".<sup>9</sup> Therefore to discover what constructs people used to differentiate effective sales ladies from ineffective sales ladies, it was necessary to have some of the elements as effective sales ladies and some ineffective.

### 3.4.1.2. Construct Elicitation

In this research, it was decided that constructs should be elicited rather than supplied. Evidence suggests that elicited constructs are more meaningful<sup>10, 11</sup> and provide greater depth of information when attempting to assess attitudes or beliefs<sup>12</sup>. Constructs were elicited using the triad method<sup>13</sup>, discussed in Chapter 3. Kelly states that three cards presented at a time is the minimum necessary to produce both similarity and difference<sup>14</sup>. Laddering<sup>15</sup> and probing was used to ensure that all possible constructs in the range of convenience were elicited. The interviews took between 30 and 60 minutes to complete. Longer interviews have been found to lead to a loss of concentration on the part of the interviewee<sup>16</sup>. Discussions with interviewees after the interviews revealed that most people enjoyed the procedure and were very interested in the results.

The relatively small samples in the study were deemed sufficient as the Repertory Grid Technique does not require a large sample of respondents for deriving the constructs.<sup>17</sup> Polovin found that 23 interviews were sufficient to elicit the majority of constructs.<sup>18</sup> This number was exceeded in all but the manageress and top management categories where the populations of respondents were small.

## 3.5. The Questionnaires

### 3.5.1. Hypothesis 1: Similarity of Significant Constructs across the Groups

The constructs elicited in the interviews were then converted into the items of a questionnaire. According to Stewart et al there should be 80-120 items in a questionnaire.<sup>19</sup> A questionnaire was developed for each of the groups. The questionnaires were distributed to a larger sample of top managers, branch manageresses, sales ladies and customers. Five additional stores were added to the sample. The sample size was thus as follows:

top managers	-	7 (area and regional managers)
manageresses	-	20 (1 per store)
sales ladies	-	60 (3 per store)
customers	-	+ 200 (10 per store)

The items of these questionnaires represented the elicited constructs from each group. The items took the form of bi-polar statements. Appendix 1 gives an example of the questionnaire format. Each person in the sample was asked to complete the questionnaire twice; the first time, with an effective sales lady in mind, and the second time with an ineffective sales lady in mind. The first questionnaire was known as the Effective questionnaire and the second the Ineffective questionnaire for the group in question. There was approximately six weeks between the administration of the two questionnaires. The responses for each group were then collated so there was data on effective and ineffective

salespeople for each of the four groups. Following Stewart et al's methodology<sup>20</sup> the questionnaire responses were then converted into numerical values which were used to determine the constructs which differentiate most significantly between effective and ineffective sales ladies, for each of the four groups.

#### The Procedure for analysis of the questionnaire data:

Analysis of the questionnaires was divided into five parts.

##### 3.5.1.1. Description of the Sample

Descriptive statistics were calculated to show how the respondents rated themselves and the sales ladies they were describing, on demographic factors such as age, tenure, household income and race.

##### 3.5.1.2. The Groups' Significant Constructs

For the purposes of this research, "significant" constructs are ones which differentiate maximally and which are simultaneously strongly associated with effectiveness. For each group, the constructs which maximally differentiated between the effective and the ineffective sales lady were identified. This was done by calculating the differentiation score for each construct. The calculation of the differentiation score can be seen in the example given in Appendix 8. The constructs which not only differentiated maximally but were also strongly associated with effectiveness were then identified. This was done by calculating the separation scores (Also found in Appendix 8). Constructs which satisfied both criteria, and were thus termed significant, were then reported as Summary coefficients. Summary coefficients combined the differentiating and association capabilities of a construct into a single score. These were the constructs which would be compared across the groups.

To calculate the above coefficients and following the details laid out by Stewart and Stewart<sup>21</sup>, the following statistical procedure was followed: Appendix 8 gives an example of this analysis. By referring to this example, the following explanation of the analysis will be easier to understand. The following analysis was done separately for each group.

a) The questionnaire responses were transferred to a master script. The master scripts for the four groups can be found in Appendices 9 to 12. There were two master scripts per group. The first master script contained the sum of responses from all the **effective** questionnaires in the group, and the second master script the sum of the responses from all the **ineffective** questionnaires.

b) The raw scores on the master scripts were then weighted. This was done to minimise the problem of missing data. The outer columns were multiplied by 3, the next by 2 and the centre column remained as it was.

c) Next it had to be determined where the highest scores lay for each item (construct) in order to find the extent of differentiation. This represented the extent to which the construct differentiated between the effective and the ineffective salesperson. This was the differentiation score, which was calculated by determining for each item, the number of columns between the highest score on the **Effective** questionnaire and the highest score on the **Ineffective** questionnaire.

d) The next step was to identify the constructs most strongly associated with effectiveness according to each of the groups. Using the **Effective** master script, the two right hand columns were added as were the two left hand columns for each item and then the smaller subtracted from the larger. This is the Effectiveness Separation Score. The highest scores indicate the items which are most strongly associated with the effective sales lady i.e. which should theoretically be developed and fostered. In order to facilitate comparison across the groups, Effectiveness Separation coefficients were calculated. These represented the Separation score as a proportion of the highest separation score for that group. This was necessary because the groups had different sample sizes which obviously affected the separation scores. By reporting these scores as coefficients, the groups could be compared. See Appendix 8 for an example.

e) To combine the association and differentiating capabilities of the construct into one score, a Summary score was calculated. This score was the absolute sum of the Effective and Ineffective Separation scores multiplied by the differentiation score. These scores were also reported as coefficients so as to facilitate comparison across the groups. The Summary scores could also be ranked in order to provide an indication of the relative importance of the construct to the particular group in question.

f) For purposes of this study only constructs which both differentiated maximally and which were associated with effectiveness were reported, and these were termed "significant", for lack of a better word. For each of these, an Effectiveness Separation coefficient, a Summary coefficient and a ranking are reported in the Findings Chapter. The reader may ask why constructs which had a high association with ineffectiveness were not discussed. The author believes that this is unnecessary because associations with both Effectiveness and Ineffectiveness are taken into account in the Summary coefficients. These Separation scores are combined with the Differentiation score in the Summary score. The Effectiveness Separation coefficients are reported for interest sake but it is the Summary coefficient which forms the basis of the analysis.

### 3.5.1.3. The Extent of Overlap between the Groups' Significant Constructs

This section of the analysis determined the number and percentages of significant constructs in each of the groups which were the same as significant constructs identified by the other groups. In other words, to what extent there was an overlap of significant constructs across the groups. This analysis provided the first evidence of the extent of similarity across the groups.

### 3.5.1.4. Comparison of Significant Constructs across the Groups

This section takes a more indepth look at what constitutes sales lady effectiveness for each of the groups. This section is further divided into 3 steps:

#### a) Development of Categories

Because of the small sample sizes it was not statistically feasible to compare the construct rankings across the groups and thus establish whether the groups have similar beliefs about Sales lady effectiveness. Thus the constructs were grouped into ten general categories. These categories were developed from the job description and task analysis as well as by the author. From these, key words and phrases were developed for each category and then constructs were scanned for these key words and phrases and thus allocated to the categories. Cronbach alphas were calculated for each category for each group to check the reliability of the categories. A Cronbach alpha of .75 or more is considered to be reliable<sup>22</sup>.

#### b) Spread of Constructs across the Categories and Groups

The constructs which differentiated maximally and which were strongly associated with effectiveness from each category for each group were then presented. This indicated where the groups' significant constructs lay in terms of the categorisation presented in section a).

#### c) Indepth Analysis of the Groups' Significant Constructs lby Category

This, the main section of the analysis, looks at each category and describes and compares the significant constructs across the groups.

### 3.5.1.5. Hypothesis 1 Conclusion

The above analysis allows for the conclusion of Hypothesis 1.

### 3.5.2. Hypothesis 2: Comparison of Groups' Significant Constructs with Documentation Pertaining to the Sales Lady Job

The **constructs** of the four groups are **similar** to those elicited from **documentation** concerning the salesperson and her job e.g. the job description.

A comparison was also made between the groups and the written documentation on the job. Development of constructs from written material has been successfully done by du Preez<sup>23</sup>,<sup>24</sup> in several studies on political debates on internal African affairs. The documents used in this study were the Job Knowledge Assessment and Training Plan, and the Job Description, Appendix 5. The former document is used by the company to train sales ladies as well as to evaluate their performance. The full detailed document is not provided due to confidentiality accorded the organisation by the researcher. Suffice to say that the second document is a more detailed form of the Job Description which indicates specific behaviours required for effective performance of the job. No documentation was available which resembled a Job Specification.

These documents thus formed a description of the effective sales assistant as documented by the company. Appendix 6 provides the constructs which were elicited from the them.

The constructs elicited from the documentation were also allocated to the categories used for the analysis of hypothesis 1. As the categories were developed using these documents, all the constructs could be allocated to the categories. The percentage of constructs in each of the categories was presented alongside that of the four respondent groups so that comparison could be made. Comparisons between the significant constructs of the groups and those of the documentation was then made for each category.

Finally the degree of overlap across the groups and the documentation was reported.

### 3.5.3. Hypothesis 3: Association with Store Sales Performance

Greater similarity in the constructs of the three store-based groups is positively associated with higher store sales as a percentage of target.

Top Management's ratings of the stores in question, in terms of store sales performance, was obtained. In this particular case, Top Management rated the stores in terms of percentage sales to target achieved by the store. The most effective store, by this rating, was compared to the most ineffective store. As opposed to the analysis based on organisational level as was conducted for hypotheses 1 and 2, analysis at this stage is done per store for the two stores in question. In other words the manageresses' constructs were compared with those of the store's sales ladies and customers. Thus the mix of constructs for the two stores was established and it was determined whether there was an association between greater similarity of constructs and greater store sales performance. The Top Management group were not included in this analysis because they were not attached to any particular store.

A similar procedure as was used in hypothesis 1 was used to compare the constructs i.e. by using the categories and comparing the significant constructs across the groups in each category. What was particularly relevant to this hypothesis was the degree of overlap between the groups. This meant establishing which significant constructs were common to the groups. Thus the mix of constructs for the two store is established and it is determined whether there is an association between greater similarity of constructs and greater store-effectiveness.

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## CHAPTER 5

### FINDINGS

#### Introduction

This chapter begins with a brief discussion of the interview findings from which the questionnaires were established. It then looks at the questionnaire findings. Hypothesis 1 is analysed first, followed by hypotheses 2 and 3.

#### 1. Interview Findings

Interviews lasted between thirty and sixty minutes. The average number of constructs elicited by each of the groups was:

Top Management	16.8
Manageress	13.5
Sales Ladies	11.1
Customers	9.1

For the total sample the average number of constructs elicited per interview was 12.6, the highest number being 22 and the lowest 4.

From the interviews with the respondents in the respective groups, the questionnaires were set up. Thus a questionnaire was developed for each group. The exact wording used by the respondents in the interviews was used in the questionnaire items. This was to ensure that no researcher bias contaminated the results. If different words were used this could mean that different distinctions were being represented. Thus what might seem like two identical constructs to the reader, remain as separate constructs for compilation of the questionnaire. An example is *polite - rude* and *polite - impolite*.

The questionnaires included the constructs elicited in the interviews as well as some demographic questions on the respondent and the salesperson they were describing. Appendices 1, 2, 3, and 4 give the full questionnaires for each of the groups.

## **2. Questionnaire Findings**

### **2.1. Hypothesis 1**

The **constructs** held by top managers, branch manageresses, sales ladies and customers with respect to sales lady effectiveness, **are the same.**

#### **Procedure for the Analysis of the Questionnaires in order to test Hypothesis 1**

Analysis of the questionnaires was divided into five parts. These are described in detail in the Methodology section of Chapter 4.

##### **Description of the Sample**

Each group's questionnaires were analysed to determine a respondent profile. Descriptive statistics showing how the respondents rated themselves and the sales ladies they were describing in the questionnaires, on the demographic factors were calculated.

##### **The Groups' Significant Constructs**

For the purposes of this research, "significant" constructs are ones which differentiate maximally and which are simultaneously strongly associated with effectiveness. Constructs which satisfied both criteria, and were thus termed significant, were then reported. These were the constructs which would be compared across the groups.

##### **The Extent of Overlap between the Groups' Significant Constructs**

This section of the analysis determined the extent of overlap of significant constructs across the groups. This analysis provided the first evidence of the extent of similarity across the groups.

##### **Comparison of Significant Constructs across the Groups**

This section takes a more in depth look at what constitutes sales lady effectiveness for each of the groups. This section is further divided into 3 steps:

- a) Development of Categories
- b) Spread of Constructs across the Categories and Groups
- c) In-depth Analysis of the Groups' Significant Constructs by Category

##### **Hypothesis 1 Conclusion**

The analysis of Hypothesis 1 ends with a concluding section.

## **2.1.1. Description of the Sample**

### **2.1.1.1. Top Management Group**

The response rate for this group was 100% for both the **Effective** and **Ineffective** questionnaires.

Of the Top Management group, 70% were Area Managers, and 30% were Regional Managers. The average age range of the respondents was 26 - 30 years, with a range from 26 - 30 to 36 - 40 years of age. The Regional managers tended to be older than the Area managers (30 - 40 years old). Approximately 80% of the Top Management group have a Matric as their highest level of education. All of this group were English-speaking males. The average household income was approximately R65 000 per annum and the average tenure in their current position was 2 - 3 years.

The sales lady described in the **Effective** questionnaire had an average age of 20 years. Two thirds of the Top Management group's effective sales lady was white and the other third coloured. The average tenure of the sales lady that the Top Management group rated as effective was 3 years. This can be contrasted with the sales lady who was described in the **Ineffective** questionnaire. This sales lady had an average age of 35, 15 years older than the **effective** sales lady. Seventy one percent of the Top management group described a coloured sales lady when describing an ineffective sales lady and the average tenure of this sales lady was 5 years. Thus the Top management group appear to be more inclined to rate a younger, white sales lady as effective, while they tend to rate an older, coloured sales lady when asked to rate an ineffective sales lady. This would suggest that age and race play a role in differentiating between effective and ineffective sales ladies according to the Top Management group. This suggestion was not however tested statistically in the current research because such an analysis would require far larger sample sizes than were available in this research.

### **2.1.1.2. Manageress Group**

The response rate for this group was 100% for the **Effective** questionnaire and 95% for the **Ineffective** questionnaire.

From the demographic data collected on the store manageresses, the following profile emerged:

The average age range was 36 - 40 years, with a range from 20 - 25 to 56 - 60 years of age. Seventy percent of the respondent's highest educational level was std 8 or 9, and the majority were spoke English at home (65%). The average tenure as a Manageress was 3 - 4 years. The manageresses generally did not respond to the question on race and therefore no statistics were calculated for this factor. Seventy percent of the respondent's had been

sales ladies before they had been promoted to Manageress level and of those the average tenure as a salesperson was 5 - 9 years.

The sales lady described as **effective** by this group, had an average age of between 30 and 34 years. Sixty three percent of the Manageresses described a coloured sales lady, 25% described a white sales lady and the remainder described an Indian sales lady when describing the **effective** sales lady. The average tenure of this sales lady was between 5 and 9 years.

The sales lady described by the Manageresses as ineffective also had an average age of between 30 and 34 years. However, sixty one percent of the manageresses rated a white sales lady, while the remainder rated a coloured sales lady when asked to describe an **ineffective** sales lady. The average tenure of this sales lady was 3 to 4 years.

It is interesting to note that the Manageresses have different views in terms of these demographic factors to those of Top Management. While for the Top Management group effective sales ladies differ from ineffective sales ladies in terms of age and race, the Manageress group appeared only to see a difference in terms of race. It is also interesting that the manageresses have the opposite view to the Top managers on this issue. The Manageress group tended to describe a coloured sales lady when describing an **effective** sales lady and a white sales lady when describing an **ineffective** sales lady. Once again these are only suggestions which have not been statistically proven.

#### 2.1.1.3. Sales Lady Group

The response rate for this group was 97% for the **Effective** questionnaire and 98% for the **Ineffective** questionnaire.

From the demographic data collected on the sales ladies in the sample stores, the following profile emerged:

The average age was 31 - 35 years, with a range from 15 - 19 to 66 - 70 years of age. The age distribution of these respondents followed a flattened normal distribution. Approximately eighty percent of the respondent's highest educational level was std 9 or lower, the average being Std 8. Sixty percent of the sales ladies spoke English as their home language with the remaining forty percent speaking Afrikaans. The reported average household income was approximately R:20000. The researcher however, believes that there may have been some confusion with this issue and some may have given their own annual income rather than the household income. The average tenure as a sales lady was 4 years. The response rate for the question on race was too low to warrant analysis.

The sales ladies that this group described as being **effective** had an average age of 33 years. Sixty three percent of the group described this sales lady as being coloured, the remainder, white. The average tenure was 5 to 9 years. When describing the **ineffective** sales lady, the average age was 27 years. In terms of the sales lady being described's race, 50% of the group described her as being coloured and 34% white. The average tenure of this sales lady was 3 to 4 years. Thus for this group the factors of age, race and tenure do not seem to play as large a role in differentiating between effective and ineffective sales ladies as these factors do for the management groups.

#### 2.1.1.4. The Customer Group

The response rate for this group was 37.5% for the **Effective** questionnaire and 24.5% for the **Ineffective** questionnaire. The poor response rates of this group in comparison to the other three groups, is due to the fact that these questionnaires were mailed to customers randomly selected from the database of account holders. The other three samples were encouraged by the Company's Top Management to assist with the research. Thus the customer sample suffered from the problems inherent in mail surveys. The problem may have been compounded by the length of the questionnaire and the rather limited incentive. This problem is discussed later in the section on limitations.

From the demographic data collected from the customers the following profile emerged.

The response rate to the questions on age and race of the respondent customer were too low to allow meaningful discussion on these factors. Thus the factors that were considered were education level, home language and household income. The average educational level was Matric, with 36% of those responding to the **Effective** questionnaire and 56% of the respondents to the **Ineffective** questionnaire having a Matric as their highest level of education. Ninety six percent (96%) of the **Effective** questionnaire respondents and 94% of the **Ineffective** questionnaire respondents had a std 8 or higher education. Fifty one percent (51%) of the **Effective** questionnaire customers spoke English as their home language with a further 37% speaking Afrikaans, 11% speaking Zulu and 1% speaking Xhosa. For the **Ineffective** questionnaire 65% spoke English, 29% speaking Afrikaans, 2% speaking Zulu and 4% speaking Xhosa. The reported average household income was R40 - 49 000. The respondents were evenly spread across the possible categories with no category with more than 16%.

The sales ladies that the customers described as being **effective** had an average age of 30 years. Fifty five percent of the customers described a coloured sales lady and thirty percent described a white sales lady when describing an **effective** sales lady. The average tenure was approximately 4 years. The average age of the **ineffective** sales lady was 28 years and the tenure 3 years. Forty five percent of the customers described a coloured sales lady

and 40% a white sales lady when describing the **ineffective** sales lady. Thus the Customer group also do not seem to use these factors to differentiate between effective and ineffective sales ladies.

### A Word of Caution

The reader should be cautioned that the suggestions made in this section have not been statistically tested due to the small sample sizes. They are therefore not research findings but suggestions which would have to be tested in future research.

### 2.1.2. The Groups' Significant Constructs

The following table gives the numbers of constructs which satisfied the two criteria i.e. being maximally differentiating and strongly associated with effectiveness. This data is presented for all 4 groups. The constructs which satisfy both these criteria simultaneously are the ones which are then compared across the groups. For the purposes of this research, these are termed 'significant'.

**Table 2 Significant Constructs**

	<b>Top Mgt.</b>	<b>Manageress</b>	<b>Sales Ladies</b>	<b>Customer</b>
Total no. Constructs	58	94	113	106
No. of Differentiating Constructs	28 (48%)	52 (55%)	77 (68%)	67 (63%)
No. of Constructs Strongly Associated with Effectiveness	39 (67%)	63 (67%)	67 (59%)	71 (67%)
Significant Constructs (Differentiating & Associated with Effectiveness)	22 (37.9%)	33 (35.1%)	40 (35.4%)	46 (43.4%)

### 2.1.3. Extent of Overlap

This section is an attempt to show the degree of similarity between the groups when it comes to sales lady effectiveness. The following table gives the percentages of significant constructs that overlap i.e. are common to more than one group:

**Table 3 Extent of Overlap of Significant Constructs Across the Groups**

<b>Top Mgt.</b>	<b>Manageress</b>		<b>Sales lady</b>		<b>Customer</b>	
	7 constructs	3 constructs		<b>2 constructs</b>		
31.8%	21.2%	13.6%	7.5%	9.1%	4.3%	
<b>Manageress</b>	13 constructs		12 constructs			
	49.4%	32.5%	36.4%	26.1%		
<b>Sales lady</b>	15 constructs					
	37.5%		32.6%			

To illustrate what this table shows: there are two constructs which are significant to both the Top Management and Customer groups (shaded area). These two constructs represent 9.1% of the Top Management's significant constructs and 4.3% of the Customers' significant constructs. Thus with the highest percentage overlap being less than 50% (49.4% of the Manageress' significant constructs overlapped with the sales ladies constructs), it can be concluded that the groups are not similar in their views of sales lady effectiveness.

#### **2.1.4. Comparison of Significant Constructs Across the Groups**

##### **2.1.4.1. Development of Categories**

In order to compare these constructs across the groups and to see what it was that each of the groups saw as important for significance, categories had to be set up. To do this the sales lady job description was used to get most of the category headings and descriptions of activities falling into that category. This would also be useful for the analysis for hypothesis 2. Constructs were scanned to see which key words or phrases pertaining to the category descriptions they contained, and in this way constructs were allocated to the categories. Where there were constructs which fitted none of these categories new categories were established into which these constructs could be fitted. All the categories were tested for their reliability as indices for the included constructs. The reliability coefficients (Cronbach Alphas) are reported in Table 4.

#### **Category Descriptions**

The categories with their key words and phrases were as follows:

1. **Administration**: included the following 4 subcategories. To be included in this group, a construct had to deal with an issue that was not related to selling and that dealt with the administration of the store. The 4 subcategories were:
  - General Administration**: included duties such as operating the point-of-sale, invoicing, handling documentation, and dealing with money.
  - Stock Handling**: included housing, pricing new items, packing and unpacking new stock, and preparing displays.
  - Housekeeping**: included sizing, changing hangers, tidying rails, replacing price tags, checking for damaged stock, and tidying fitting rooms and the cash desk.
  - Security**: included stock taking, monitoring the number of items taken into fitting rooms, checking payments, and observing customer movements.
2. **Selling Technique**: included a learned selling technique which was non-customer oriented. To be included in this category, a construct had to exhibit the key feature of being related to selling but not directly related to the customer. Such constructs represented actions that could be learned by the sales lady. For example, the sales

lady could learn the technique of multiselling in which she would attempt to sell the customer an entire outfit such as dress, jacket, hat and bag; rather than just a single item. Other techniques covered by this category include selling up versus down, and possessing product and store knowledge.

3. Customer Service: included learned selling activities that are customer oriented. To be included in this category, a construct had to deal with the sales lady's interaction with the customer e.g. being aware of the customer, knowing how to approach the customer, and being helpful. However, these constructs dealt only with routine interactions such as greeting the customer and offering help. This can be contrasted to constructs falling into the following category.
4. Customer Commitment: included providing more than above. To be included in this category, a construct had to deal with an interaction between customer and sales lady that was 'non-routine'. These constructs dealt with what may be termed 'going the extra mile for the customer'. These included activities where the sales lady put in extra effort e.g. getting to know the customer, making the customer feel special, putting in the extra effort required to really satisfy the customer.
5. Selling Style: includes several areas to do with how the sales person goes about selling e.g. whether she has a natural ability to sell, the degree of professionalism she exhibits.
6. Communication Skills: Constructs included in this category dealt with communication between the sales lady and the other groups i.e. management, other sales ladies and customers. A construct in this category would have to deal with some aspect of communication such as being a 'people-person' and being able to communicate effectively with all people irrespective of their race, age or language; or having a polished manner.
7. Commitment: deals with the sales person's commitment to the job and organisation. To be included in this category a construct would have to deal with the sales lady's enthusiasm, interest, motivation, level of effort expended, and eagerness to learn.
8. Manageability: is a catch-all category which deals with how easy the sales lady is to manage, her dependability, flexibility, and potential, and how well she works with other sales ladies. To be included in this category, a construct must deal with some aspect of working with the sales lady, whether it be from the manager's point of view or the other sales ladies'. It should be pointed out that this category does not exclude

customer constructs. In fact as will be seen, customers may also believe that the ease with which a sales lady can be managed is important to effectiveness.

9. Personality Factors: as opposed to activities, deals with qualities, attributes and characteristics of the sales lady's personality.
10. Other: includes constructs which are the results of, rather than conditions or requirements for, effectiveness e.g. sales figures, and whether customers ask for her.

Table 4 presents the Cronbach alphas for each category across the groups.

**Table 4 Cronbach Alphas**

Category	Top Mgt.	Manageress	Sales Ladies	Customer
1. Administration	.50	.73	.84	-
2. Selling Technique	.63	.71	.88	.80
3. Customer Service	-	.93	.94	.98
4. Customer Commitment	.75	.95	.94	.97
5. Selling Style	.91	.93	.93	.87
6. Communication Skills	.88	.92	.91	.91
7. Commitment	.97	.93	.93	.91
8. Manageability	.97	.78	.91	-
9. Personality Factors	.97	.88	.91	.94
10. Other	.66	.80	.81	-

Cronbach alphas could not be calculated where the group had either no constructs or only one construct in the category. The low Cronbach alphas for the administration category may be due to the fact that this category encompassed a large variety of activities, and because there were in fact very few constructs elicited in any of the groups which fitted this category. Subcategory reliability coefficients were calculated where there were more than one construct in the subcategory. The only case where this occurred, was with the Sales Lady group where there was a Cronbach alpha of .91 for the Security subcategory. The reader may ask why this category was included at all. The answer is that it is important in the analysis for hypothesis 2 where the groups' constructs are compared with those from written documentation where security is seen as an important task performed by sales ladies.

Generally it was felt that the Cronbach alphas indicated that this categorisation was reliable and could therefore be used to compare the constructs across the groups.

#### 2.1.4.2. Spread of Constructs across the Categories and Groups

Table 5 presents the percentages of constructs in each of the categories for each group. Where appropriate, it also gives the percentage of significant constructs in each category. This is the percentage of the total number of significant constructs which fall into that category. In other words the percentage of those constructs which both differentiate maximally between effective and ineffective sales ladies and which are strongly associated with effectiveness.

Referring to Table 5, there are several points that can be mentioned at this stage. The first is the apparent unimportance of categories 1, 2, 6, and 10 across all the groups. These categories neither contain many constructs nor do they contain many significant constructs which differentiate and are associated with effectiveness.

**Table 5. Percentages of Constructs and Significant Constructs by Category and Group**

Category	Top Mgt.		Manageress		Sales Lady		Customer	
	% Total	% Signif.	% Total	% Signif.	% Total	% Signif.	% Total	% Signif.
1. Administration	3.45	0	3.19	0	4.42	2.50	0.94	0
2. Selling Technique	3.45	4.55	4.26	3.03	3.54	2.50	2.83	2.17
3. Customer Service	1.72	4.55	11.70	18.18	14.16	10.00	28.30	28.26
4. Customer Commitment	3.45	0	11.70	27.27	15.04	30.00	24.53	28.26
5. Selling Style	8.62	9.09	15.96	15.15	14.16	7.50	13.21	15.22
6. Communication Skills	10.34	4.55	6.38	9.09	6.19	7.50	4.72	6.52
7. Commitment	20.69	31.82	15.96	15.15	9.73	15.00	1.89	2.17
8. Manageability	24.14	22.72	9.57	6.06	15.04	12.50	1.89	2.17
9. Personality Factors	18.97	18.18	15.96	0	16.81	10.00	14.15	15.22
10. Other	5.17	4.55	3.19	6.06	2.65	2.50	0	0
Total number of Constructs	58	22	94	33	113	40	106	46

The spread of significant constructs across the groups may give a misleading picture in that the most important of the significant constructs i.e. those in the top 10 ranking may actually be placed in categories with very few significant constructs. It is thus also useful to look at the spread of rankings across the categories. While the rankings should not be compared directly i.e. the difference between rank 4 and 5 for the Top Management group is not necessarily the same as the difference between rank 4 and 5 of the Sales Lady group; it is useful to see how the ranked constructs are distributed across the categories. Table 6 presents this information.

**Table 6 Distribution of Rankings of Significant Constructs across the Categories and Groups**

Category	Top Mgt.		Manageress		Sales Lady		Customer	
	Ranking	Construct No.s	Ranking	Construct No.s	Ranking	Construct No.s	Ranking	Construct No.s
1. Administration	-	-	-	-	12	84	-	-
2. Selling Technique	12	42	11	51	29	77	42	96
3. Customer Service	15	58	1, 3, 7, 8, 19, 19	79, 29, 17, 62, 88, 76	10, 16, 24, 46	80, 54, 21, 34	5, 6, 10, 14, 16, 18, 18, 20, 25, 34, 37, 45	66, 39, 28, 40, 59, 76, 11, 91, 31, 81, 13, 105
4. Customer Commitment	-	-	2, 3, 11, 13, 15, 16, 24, 25, 44	58, 80, 45, 77, 74, 56, 75, 60, 22	1, 8, 8, 14, 15, 16, 24, 26, 34, 36, 57, 74	45, 33, 97, 94, 43, 68, 47, 3, 9, 57, 19, 104	2, 3, 7, 8, 10, 13, 15, 17, 20, 25, 27, 40, 41, 72	65, 6, 94, 69, 30, 84, 62, 12, 18, 17, 74, 55, 72
5. Selling Style	1, 5	48, 45	6, 8, 14, 19, 34	55, 71, 69, 85, 82	12, 19, 20	42, 82, 10	4, 20, 28, 31, 44, 46, 56	34, 67, 60, 4, 95, 58, 15
6. Communication Skills	12	3	5, 31, 35	27, 67, 46	27, 37, 49	55, 23, 99	8, 31, 54	97, 68, 20
7. Commitment	1, 3, 3, 7, 20, 33, 35	17, 47, 54, 55, 5, 26, 52	16, 25, 29, 37, 38	4, 30, 68, 70, 89	2, 3, 4, 6, 10, 27	75, 52, 91, 87, 51, 28	1	102
8. Manageability	7, 7, 10, 15, 17	43, 31, 49, 6, 46	10, 32	34, 28	18, 20, 23, 39, 39	18, 15, 44, 108, 20	47	104
9. Personality Factors	5, 18, 22, 23	13, 29, 36, 11	-	-	5, 20, 29, 64	79, 22, 60, 109	10, 24, 31, 38, 47, 49	88, 21, 33, 78, 25, 98
10. Other	10	33	19, 25	44, 19	7	27	-	-

To explain this table, the first column for each group, Rankings, gives the rank of constructs in that category. The second column for each group, Construct No.s, gives the numbers of the constructs corresponding to the rankings given in the first column. For example (See shaded area) in Category 2: Selling Technique, the Top Management Group had 1 construct (Construct 42) which was ranked 12. The reader should be reminded that because the questionnaires were set up using the exact wording and structure used by the respondents in the Repertory Grid interviews, the construct numbers do not refer to the same constructs across the groups' questionnaires. In other words, construct 1 in the Manageress questionnaire is not the same as construct 1 in the Customer questionnaire. To see which constructs are being referred to, the reader should consult the questionnaires in Appendices 1 to 4.

Looking at each of the groups independently:

### **Top Management Group**

Looking at this group and Table 5, the majority of their constructs fall into the categories of Manageability (24.14%), Commitment (20.69%), and Personality Factors (18.97%). The percentages of significant constructs in each of the categories follows a similar pattern with Commitment (31.82%), Manageability (22.72%), and Personality Factors (18.18%) again being the most important categories. In terms of the distribution of rankings across the categories (Table 6), these three categories are important as they contain 8 of the top 10 constructs for this group. However what is not evident from Table 5 is the relative importance of Category 5: Selling Style to this group. This category contains the 1st and 5th most important constructs to this group.

### **Manageress Group**

In this group the spread of constructs across the categories is far more even with Selling Style, Commitment and Personality Factors each with 15.96% of the total number of constructs (see Table 5). Customer Service and Customer Commitment, each with 11.70% of the constructs also have fairly even shares of the total number of constructs. What is particularly interesting about this group is the spread of significant constructs across the categories. Here there is one category that far outweighs the rest: Customer Commitment (27.27%). Also important are Customer Service (18.18%), Commitment (15.15%) and Selling Style (15.15%). Taking the two customer related categories (Customer Commitment and Customer Service) together, this means that almost every second construct which differentiates between effective and ineffective sales ladies and which is strongly associated with effectiveness deals with some aspect of customer relations. This is extremely significant when one considers that Top Management percentages for these same groups were 0% and 4.76% respectively.

It is also important to note that almost every one in three constructs used by the Manageress group to differentiate and which are associated with effectiveness belong to a category that calls for extra effort on the part of the sales lady (Category 4). By referring back to the category descriptions, it will be seen that this category contains constructs which refer to more than just a customer orientation. These constructs deal with extra attention sales ladies provide to the customer. In the section below that deals with each category, specific examples will be given. However if one looks at Table 6, one can see that in terms of construct rankings, Category 3 is possibly more important than Category 4 in that it contains 4 of the top 10 constructs while category 4 contains only 2.

The other two categories that have some importance in terms of significant constructs, are Commitment and Selling Style. The need for commitment to the job and organisation mirrors the feelings of Top Management. However, looking at Table 6, none of the constructs in this category, Commitment, have particularly high rankings. Thus although these constructs are significant, they are less useful than others such as those in the Selling Style category to the Manageress group.

Another interesting point about this group, is that although 15.96% of the total number of constructs dealt with personality factors, not one of these was found to significantly differentiate and be associated with effectiveness. Thus although personality factors were mentioned, they were not used by manageresses to differentiate between effective and ineffective sales ladies. This is particularly relevant when compared to the Top Management group where nearly a fifth of all significant constructs fell into this category.

### **Sales Lady Group**

This group also has a fairly even spread of constructs across the categories: Personality Factors (16.81%), Customer Commitment (15.04%), Manageability (15.04%) Customer Service (14.16%), and Selling Style (14.16%).

Similarly to the Manageress group, the spread of significant constructs is far less even. Here again, the most important category is that of Customer Commitment (30%). At the risk of repetition it is important to remember that this category requires more than just greeting the customer and offering assistance. And as mentioned in the Manageress section, this category is completely insignificant in the eyes of Top Management (0%). This category contains 3 of the group's top 10 constructs.

The next two categories in terms of significant constructs, are that of Commitment (15%) and Manageability (12.5%). There is thus a realisation that effectiveness in the sales lady job requires commitment to job, company and customer. All previously mentioned groups

have attributed importance to this category although particularly the Top Management group. By referring to Table 6, it is interesting to note that this group seems similar to the Top Management group in this respect in that it has a large number of low ranking constructs in this category. Five of the Sales Lady group's top 10 constructs fall into this category. This is in contrast to the Manageress group, which also has a fairly high percentage of significant constructs in the category (15.15%), but these constructs have high rankings, the lowest being only 16. Thus this category may be said to be of particular importance to the Top Management and Sales Lady groups.

Manageability is an interesting category to have so high a percentage of significant constructs for this group. This perception that an effective sales lady is one who is easy to work with both from management's and other sales ladies' points of view, is similar to Top Management but not to the Manageress group. There can therefore be very little congruency between the Manageresses and Sales ladies in this category. When looking at the importance placed on these constructs in terms of their rankings (Table 6), it can be seen that the Sales Lady group does not place nearly as much importance on this category as the Top management group do. The lowest ranking of constructs in this category for the Sales Lady group is 18.

### **Customer Group**

As may be expected, this group had very few or no constructs in the categories Administration, Manageability, Commitment, Selling Technique and Other. There were only four categories of any real relevance in terms of the spread of constructs. These are Customer Service (28.3%), Customer Commitment (24.53%), Personality Factors (14.15%), and Selling Style (13.21%). The percentage of significant constructs in each category is fairly similar: Customer Service and Customer Commitment both with 28.57%, and Personality Factors and Selling Style both with 15.22% of the constructs. In other words, nearly 60% of the constructs fall into the two customer-oriented categories. It is not surprising that more than 1 in 4 of the customers' significant constructs came from the Customer Commitment category as this category includes behaviour above and beyond what is expected in terms of customer service.

It was also not expected that customers consider the sales ladies' administrative activities, manageability, or commitment as important to effectiveness or in differentiating between effectiveness and ineffectiveness. However, what is particularly relevant from Table 6, is that although the Commitment category contains only 2.17% of this group's significant constructs, the most important construct to sales lady effectiveness according to the Customer group, falls into this category. This is similar to the Top management group. However, the above tables do not indicate whether the construct the Top management

ranked 1 was the same as the construct the Customer group ranked 1. It is therefore necessary to look at exactly what constructs fell into these categories for each of the groups.

#### 2.1.4.3. In-depth Analysis of the Groups' Significant Constructs by Category

This section looks at each category separately and compares the significant constructs identified by each group. This is necessary because a superficial scanning of the spread of constructs or construct rankings may give an impression of similarity but when one looks closely at the actual constructs in the categories, one may get a very different picture. It is thus necessary to look at the individual constructs seen by the groups as significant in each of the categories to see whether similarity exists in the constructs in the categories and in their levels of importance or usefulness to the groups. For each significant construct, an Effectiveness Separation coefficient, a Summary coefficient and a Rank are reported.

The Effectiveness Separation coefficient represents the construct's effectiveness score as a proportion of the highest score for that group or, in other words, the degree to which the construct is associated with effectiveness. The separation scores calculated in the original analysis were influenced by the sample size which was different for each of the groups. Thus coefficients had to be calculated so that comparisons could be made across the groups. The highest Effectiveness Separation scores for each of the groups can be found in Table 7.

The Summary coefficient involves a similar calculation also required because the original analysis involves different sample sizes. The Summary coefficient represents the construct's Summary score as a proportion of the highest score for that group. The Summary coefficient of the construct also represents the importance of the construct to effectiveness but is moderated by the construct's differentiating qualities. In other words, a high Summary coefficient represents a construct which has both a high association with effectiveness and is used to maximally differentiate between effective and ineffective sales ladies. It therefore gives the combination of the association and differentiating capabilities of the particular construct in a form which can be compared across the groups. The highest Summary scores used to calculate the Summary coefficients can be found in Table 7.

concepts, for example in Category 3 (See Table 10), all the constructs dealing with how the sales lady approaches the customer are listed together. Thus in Table 10 there is one Top management construct dealing with this issue. There is also one Manageress construct and two Customer constructs which deal with this issue. These constructs are followed by constructs which deal with the sales lady's offer of help. The key concepts are divided in the table by dark lines.

**i) Category 1: Administration**

Administration included 4 subcategories; General Administration, Stock Handling, Housekeeping, and Security.

**Table 8 Groups' Significant Constructs in Category 1: Administration**

Group	Construct		Eff. Sep. coef.	Sum. coef.	Rank
Sales Lady	84	She is always alert. - She is a dreamer. She is not aware of what is going on in the store.	.91	.90	12

The only group that had significant constructs in this category was the Sales Lady group. Construct 84 fitted into the security subcategory. Sales ladies thus felt that an effective sales lady was always alert and aware of what was happening in the store. This construct had an Effectiveness Separation coefficient of .91, a Summary coefficient of .90 and was ranked 12th most important in terms of sales lady effectiveness, by this group.

As a whole this category therefor had very few constructs which were believed to be important to sales lady effectiveness by any of the groups and there were no constructs which were common to more than one group. With security being an ever increasing problem in this country, this result may seem somewhat surprising. What is interesting is that neither of the management groups saw this as being an important task of the sales lady. Perhaps this is due to the fact that most stores today have their own security guards.

It is also interesting that none of the administrative tasks covered in this category were felt to be important to effectiveness in the sales lady's job.

ii) **Category 2: Selling Technique**

Selling Technique included a learned selling technique which was non-customer oriented e.g. multiselling, selling up versus down, product and store knowledge.

**Table 9 Groups' Significant Constructs in Category 2: Selling Technique**

Group		Construct	Eff. Sep. coef.	Sum. coef.	Rank
Top Mgt	42	She sells multiple items. - She is content to sell only one item. e.g. if the customer comes in to buy a dress, she will try to sell her a jacket and hat to match.	.95	.84	12
Manager-ess	51.	She tries to sell multiple items e.g. if the customer comes in to buy a dress, she will also try to sell her shoes, handbag etc.. - She sells only the item the customer wants.	.86	.83	11
Sales Lady	77.	She carries a complaint through e.g. she checks with the manageress and makes sure that the problem is sorted out. - She leaves complaints unsolved.	.86	.79	29
Customer	96.	She knows her products. - She does know about the products she is selling.	.77	.74	42

In terms of the structure of this table, there are three key concepts pertaining to this category that are covered by the constructs. They are multiselling, handling complaints, and product knowledge. In the table these are separated by dark lines. Thus the first two constructs listed both deal with the concept of multiselling. The first is a construct elicited from the Top Management group, and the second is a similar construct elicited from the Manageress group.

When analysing this table it is found that both the Top Management and Manageress groups felt that the selling skill of multiselling was important to sales lady effectiveness and it's use differentiated an effective sales lady from an ineffective one. The similarity of Summary coefficients across these two groups indicates that they view this construct in the same light when it comes to sales lady effectiveness.

The Sales Lady group on the other hand felt that it was important that the sales lady be able to sort out a customer complaint even if this meant referring it to the manageress. This construct was not seen as important to any of the other groups. The Rank of 29 indicates that this construct is not particularly important to sales lady effectiveness according to this group. However, it should be mentioned that all the constructs discussed in this section are significant. In other words, all the constructs discussed are useful in differentiating. However, of the significant constructs this one is less important and useful than one with a

higher Summary coefficient and lower Rank. The Rank therefore gives their relative importance amongst the significant constructs.

The Customer group had an entirely different construct as significant in this category. As with the Sales Lady group however, this construct, although rated significant, was not particularly important to the Customer group when thinking about sales lady effectiveness. This is evident from the Rank of 42.

To summarise the results in the Selling Technique Category the constructs in this category as a whole do not seem particularly important to any of the groups when it comes to sales lady effectiveness. However, it is important to note that the management groups (Top Management and Manageresses) felt that multiselling was an important skill. Notice that it's relative importance to effectiveness (represented by the Effectiveness Separation coefficients) decreases as one moves down the organisational hierarchy from Top Management (.95) to the Manageresses (.86). Also interesting, is that the construct was elicited in the Sales Lady group, but was not seen as significant i.e. did not simultaneously have a high association with effectiveness and differentiate maximally.

### iii) Category 3: Customer Service

Customer Service included learned selling activities that are customer oriented e.g. being aware of the customer, how to approach, and being helpful.

**Table 10 Groups' Significant Constructs in Category 3: Customer Service**

Group		Construct	Eff. Sep. coef.	Sum. coef.	Rank	
Top Mgt.	58	She approaches the customer.	- She expects the customer to approach her.	1.00	.82	15
Manager-ess	29	She approaches and greets the customer first.	- She waits for the customer to approach and greet her first	.82	.94	3
Customer	91	She approaches the customer first.	- She waits for the customer to approach her.	.69	.84	20
Customer	39	She greets the customer.	- She does not greet the customer unless greeted.	.92	.93	6
Manager-ess	79	She offers the customer help.	- She expects the customer to ask for help.	.86	1.00	1
Manager-ess	62	She is always helpful to the customer.	- She is only helpful if she thinks it is going to be a big sale.	.93	.86	8
Sales Lady	21	She is helpful to the customer.	- She ignores the customer.	.91	.81	24

Table 10 continued

Group		Construct	Eff. Sep. coef.	Sum. coef.	Rank	
Customer	81	She offers help when the customer looks as if she needs it.	- She can see the customer needs help but does not offer help.	.90	.86	18
Customer	40	She is really helpful.	- She offers help but is not really helpful.	.76	.89	14
Customer	59	She is there when you need her.	- When you need her she cannot be found.	.80	.87	16
Manager-ess	17	She is always alert for the customer.	- When she does housing or works on her department, she tends to forget the customer.	.81	.90	7
Manager-ess	76	She is alert for the customer and attends to her as soon as she enters the store.	- She ignores, or pretends not to see the customer.	.81	.76	19
Manager-ess	88	Even when working on her department, she is alert for the customer.	- When she is working on her department she forgets the customer.	.79	.76	19
Customer	11	Even if she is busy with other work she will stop and attend to you when you come into the store.	- If she is busy with other work such as unpacking new stock, she will ignore you.	.68	.86	18
Customer	13	When she sees that a customer needs attention, she ends her conversation with her colleague.	- She has long conversations with her colleagues while customers are waiting.	.75	.80	37
Customer	31	She is aware of the customers in the store so the customer can easily get her attention when she needs it.	- Customers struggle to get her attention.	.82	.83	25
Customer	76	If she is busy with one customer, she will indicate to others that she is aware of them and will help them as soon as possible.	- When busy with one customer, she ignores all other customers.	.87	.86	18
Sales Lady	54	If she is busy with one customer, she tells others she will be with them as soon as possible.	- She concentrates all her attention on the customer she is serving and ignores any other customers.	.89	.87	16
Customer	28	She is attentive to the customer.	- She becomes distracted and disinterested.	.88	.91	10
Sales Lady	34	She treats all customers equally.	- She has her favourites and will avoid other customers.	.82	.70	46
Sales Lady	80	She gives the customer advice.	- She does not advise the customer.	.94	.90	10
Customer	29	She gives good advice.	- She gives poor advice	.84	.77	39
Customer	105	She is willing to answer questions.	- She is unable or unwilling to answer the customer's questions.	.97	.73	45
Customer	66	She looks happy to serve the customer.	- She looks as if she is being bothered by the customer.	.90	.96	5

From the number of constructs it can be seen that this category was more important to the Customer group than any of the other three groups. What is interesting to note however, is

what customer service actually meant to these groups. The Top Management group's only significant construct (Construct 58) in this category dealt with the issue of whether the sales lady should **approach** the customer first or wait to be approached. This was also significant to the Manageress and Customer groups although it was not as important to the customers (Construct 91, Summary coefficient: .84) as it was to the Manageresses (Construct 29, Summary coefficient: .94). Closely related to this issue is whether the sales lady greets the customer. This was not significant to Top Management but was highly significant to the manageresses (Construct 29, Summary coefficient: .94, ranked 3rd), and to the customers (Construct 39, Summary coefficient: .93, ranked 6th).

Being **helpful** was significant to the Manageress, Sales Lady and Customer groups. In fact the Manageress group felt that offering help as opposed to waiting for the customer to ask for it, was the most important construct in terms of association with effectiveness and differentiating capability (Construct 79, Summary coefficient: 1.00). In other words, the Manageress group felt that approaching the customer and particularly offering help, is a vital behaviour which is not only seen in effective sales ladies but also differentiates the effective sales lady from the ineffective one. The Sales Lady group also saw this offer of help as significant although not nearly as important as the manageresses did. What is interesting to note is that the Customer group were not as concerned about whether the help was offered but whether it was in fact useful (Construct 40). The implication here is that a sales lady may offer help as she has been instructed to, but the help she gives may not be of any use to the customer. The manageress group also felt that it was important for the sales lady to be consistent and not only offer help when she expected a big sale to result from the interaction (Construct 62).

The next general area covered by this category is the degree to which the sales lady is alert for, and attentive to the customer. Constructs in this area were seen as significant by the Manageress, Sales Lady and Customer groups. Being **alert** for the customer was particularly significant to the Manageress group (Construct, 17; Summary coefficient: .90; Rank 7) and was mentioned although not with the same level of importance, by the Customer group. The highest Summary coefficient of these constructs (11, 13, and 31) was .86 (Construct 11). This meant that the sales lady had to attend to the customer as soon as she was needed irrespective of the tasks she was busy with or whether she was engaged in a conversation with her colleagues. The Customer group was more concerned about whether the sales lady remained attentive or became distracted when dealing with the customer (Construct 28; Summary coefficient: .91, Rank 10). Both the Sales Lady and Customer groups dealt with the issue of a sales lady attending to one customer and other customers arriving and requiring help (Constructs 54 and 76 respectively). Both felt that an effective sales lady would let the other customers know that she is aware of them and

will attend to them later, whereas an ineffective sales lady would ignore them. These groups attribute approximately the same importance to this construct and use the construct in the same way as can be seen by the similarity of Summary coefficients.

The most important construct in this category to the Sales Lady group was whether the sales lady gives advice to the customer or not (Construct 80; Summary coefficient: .90; Rank 10). The Customer group had a related construct (Construct 29) which was significant. This construct dealt with whether the sales lady gave good or bad advice, and was far less useful as a differentiating construct (Summary coefficient: .77). The construct was not however, significant to any of the other groups.

The most important construct in this category to the Customer group was the construct (66) dealing with the sales lady's apparent **attitude towards her work**. Customers believe that an effective sales lady is happy to do her job and shows it, whereas an ineffective sales lady shows that she is annoyed by having to serve the customer. This construct had a very high Summary coefficient of .96 and was ranked 5 by the Customer group but was not significant to any of the other groups.

If one looks at the number of overlapping constructs i.e. constructs common to more than one group, in this category, the following picture emerges:

**Table 11. Overlapping Constructs in Category 3**

Top Mgt.	Manageress		Sales lady		Customer	
	I constructs	0 constructs		1 construct		
4.5%	3%	0%	0%	4.5%	2.2%	
Manageress	I constructs		5 constructs			
	3%	2.5%	15.2%	10.9%		
Sales lady	2 constructs					
	5.1%	4.3%				

The most similarity in this category is between the Manageress and Customer groups where 5 constructs are common to both. However, how these constructs are used, differs substantially. The best examples of this are the constructs dealing with the sales ladies approach and whether she offers help. These constructs were highly significant to the Manageress group (Constructs 29 and 79; Summary coefficients: .94 and 1.0 and Ranks 3 and 1 respectively) as opposed to the Customer group where the constructs were less useful (Constructs 91 and 21; Summary coefficients: .84 and .81 and Ranks: 20 and 34 respectively).

Thus although there seems to be some congruency amongst the groups in terms of the subcategories e.g. alertness, helpfulness, approach etc. in this category, there is far less

agreement on exactly what is required from the sales lady in terms of each of these subcategories and on the usefulness of the construct in differentiating between effective and ineffective sales ladies.

**iv) Category 4 Customer Commitment:**

Customer Commitment included providing more than what was required for Customer Service. This included activities where the sales lady put in extra effort e.g. making the customer feel special, getting to know customers, going the extra mile to satisfy customers.

**Table 12 Groups' Significant Constructs in Category 4: Customer Commitment**

Group		Construct	Eff. Sep. coef.	Sum. coef.	Rank	
Manager-ess	45	She goes out of her way for the customer.	- She will not do anything extra for the customer.	.75	.83	11
Sales Lady	45	She goes out of her way for the customer. Nothing is too much effort for her.	- Everything is an effort. She does nothing extra.	.91	1.00	1
Customer	65	She goes out of her way to help the customer.	- She does her job and no more.	.78	.995	2
Manager-ess	74	If the item the customer requests is not in the store, she suggests something else.	- If the required item is not in the store, she says 'It is not available' and does not try to find something else to suit the customer.	.88	.78	15
Sales Lady	68	If stock is unavailable, she will show the customer something else.	- If stock is unavailable, she will not show the customer anything else.	.87	.87	16
Manager-ess	77	If the item the customer requests is not in the store, she offers to phone other branches to try and find it.	- If the required item is not in the store, she says 'It is not available' and does not try to find it at other branches.	.89	.82	13
Sales Lady	33	If the requested item is not available at the branch, she will phone other branches to get what the customer wants.	- If the requested item is not available at the branch, she will say 'Sorry we have not got it'.	.96	.91	8
Customer	69	If the store does not have the specific item the customer requires, she offers to phone other branches to see if they have it.	- If the particular item requested is not in the store, she just says 'We are out of stock'.	.71	.91	8
Customer	12	If the store is out of the particular item you require, she will suggest other stores where it can be found	- If the item you are looking for is not in the store, she says 'We are out of stock' and does not offer any suggestions as to where else it can be found.	.69	.86	17
Manager-ess	60	If the item the customer is looking for is not in the sales lady's department, she will take the customer to another department to find it.	- If the item you are looking for is not in the sales lady's department, she point the customer in the direction of the other department.	.80	.73	25

Table 12 continued

Group		Construct		Eff. Sep. coef.	Sum. coef.	Rank
Customer	94	If the item requested by the customer is not on the rails, the sales lady physically checks in the back.	- If the item is not on the rails she says that it is not available.	.68	.92	7
Sales Lady	9	She phones a customer as soon as an ordered item arrives.	- She does not phone the customer, but waits for her to come into the store.	.94	.76	34
Manager-ess	58	She chats to the customer i.e. makes conversation.	- She only greets the customer.	.93	.99	2
Sales Lady	57	She starts a conversation with the customer. She tries to get to know the customer.	- She does not really talk to the customer.	.79	.76	36
Manager-ess	80	She finds out what the customers needs are before showing her items in the store.	- She does not find out what it is the customer is looking for.	.88	.94	3
Sales Lady	97	She finds out what the customers needs are.	- She does not find out what it is the customer is looking for.	.93	.91	8
Customer	30	She finds out what the customers needs are e.g. is the garment for a special occasion or is it for work?	- She does not take the time to find out what the customer's needs are.	.80	.91	10
Sales Lady	3	She knows her customers well e.g. what styles they like.	- She does not know her customers well.	.77	.81	26
Customer	18	She will find something in the store to suit your needs.	- She does not make a real effort to satisfy your needs.	.74	.84	20
Customer	72	She is prepared to spend time with the customer.	- She rushes the customer.	.83	.76	41
Customer	6	She is genuinely interested in the customer.	- She is not really interested in the customer.	.77	.93	3
Manager-ess	56	She makes the customer feel special.	- She does not give the customer special treatment.	.81	.77	16
Customer	84	She makes the customer feel special.	- She makes the customer feel as if she is in the sales lady's way.	.84	.90	13
Sales Lady	17	She makes you feel welcome in the store.	- She makes you feel unwelcome.	.96	.83	25
Sales Lady	113	She makes the customer feel important.	- She does not make the customer feel important.	.95	.87	15
Manager-ess	75	She makes the customer feel appreciated for shopping at the store.	- She is of the opinion that she is doing the customer a favour.	.91	.74	24
Manager-ess	22	She sells what looks good on the customer.	- She sells fashion irrespective of what it looks like on the customer.	.73	.55	44
Sales Lady	19	She tells the customer if a garment does not suit her.	- She is more interested in making a sales. She will not tell a customer if a garment does not suit her.	.72	.62	57
Customer	62	She is honest with the customer. She tells the her if the garment does not suit her.	- She will tell the customer that the garment suits her just to make a sale.	.82	.88	15

Table 12 continued

Group		Construct		Eff. Sep. coef.	Sum. coef.	Rank
Sales Lady	47	She checks on customers in the fitting rooms.	- She does not check on customers in the fitting rooms.	.80	.81	24
Customer	55	She will take unwanted garments from the fitting room.	- She expects the customer to take unwanted garments back to the rail.	.67	.77	40
Sales Lady	94	She shows the customer new stock that has come in.	- She does not show the customer new stock.	.86	.89	14
Sales Lady	104	She will keep garments aside for customers.	- She will not keep garments aside for customers.	.72	.53	74
Customer	74	She encourages customers to come into the store for sales or specials.	- She does not tell customers about sales or specials.	.77	.83	27

The reader should be reminded that this category was very important to the Manageress, Sales Lady and Customer groups. It contained 27.27%, 30% and 28.26% respectively of the groups' significant constructs. It is therefore a very important category in terms of sales lady effectiveness for these groups. This is in contrast to the Top Management group who had no significant constructs in this category. For all intents and purposes, this category was not important to the notion of sales lady effectiveness as far as the Top Management group is concerned. Sales ladies were not considered more effective if they put in any extra effort to satisfy the customer.

As far as the other three groups are concerned there is a fair amount of agreement in terms of what constitutes effectiveness of a sales lady. All the groups felt that going the extra mile for the customer goes a long way in differentiating the effective sales lady from the ineffective one. This construct was significant to the Manageress (Construct 45), Sales Lady (Construct 45) and Customer (Construct 65) groups. Manageresses felt that this overall construct was the 12th most important construct with a Summary coefficient of .83. Sales ladies felt that it was the most important construct with a Summary coefficient of 1.00, and customers felt it was the 2nd most important construct with a Summary coefficient of .995. To the Sales Lady group and to a lesser extent, the Customer group, this construct epitomises sales lady effectiveness.

When investigating what "extra effort" meant to these three groups, the Manageress group felt that if an item was not available, the sales lady should show the customer to another department (Construct 60), suggest something else (Construct 74), and most importantly phone other branches in an attempt to obtain the required item (Construct 77). It is not good enough for a sales lady to say 'Sorry we don't have X.' The sales lady group also felt that it was important to suggest something else (Construct 68) and phone other

branches (Construct 33). These constructs were more important to the domain of sales lady effectiveness to this group than to the Manageress group. This can be seen by the Summary coefficients (Sales Lady .87 and .91 respectively and Manageress .78 and .82 respectively). The Customer group also felt that the sales lady should phone other branches if the store in question did not have the required item (Construct 69). This construct was as important or useful to the Customer group as it was to the Sales Lady group (Summary coefficient: .91). The Customer group said that it was even more important (Summary coefficient .92) for the sales lady to physically check in the back before saying that the store was 'out of stock' (Construct 94). The Sales Lady group also have another construct (9) which is somewhat related to the above discussion. This construct deals with phoning the customer when an order item arrives. While this construct has a high Effectiveness Separation coefficient (.94), it is not have a very high Summary coefficient (.76) and therefore the Sales Lady group can be said to believe that phoning customers when ordered items arrive is important for effectiveness but is not really useful to differentiate effective from ineffective behaviour. This construct, to an extent, necessitates that the sales lady gets to know the customers. The evidence of this comes from the following significant constructs.

All three groups found that it was necessary for the sales lady talk to the customer and get to know her and identify her specific needs. It is not sufficient to greet the customer. The Manageress and Sales Lady groups saw the sales lady making conversation with the customer as significant. It is however interesting to note that this construct is used very differently by the two groups. The Manageress group found the construct (58) to have a high association with effectiveness as well as good differentiating capabilities (Effectiveness Separation coefficient: .93, Summary coefficient: .99). In fact the group believe it is the second most important construct to sales lady effectiveness. The Sales Lady group however finds this construct (57) far less useful. It has a Summary coefficient of only .76 and is ranked 36.

All three groups felt that it was vital for the sales lady to determine the customer's needs. This information would obviously be gleaned from the conversation held with the customer. The Summary coefficients and ranks for the construct dealing with identification of the customer needs were; Manageress (Construct 80): .94, Rank 3; Sales Lady (construct 97): .91, Rank 8; and Customer (construct 30): .91, Rank 10. All three groups felt that this construct was in the top 10 most important constructs. It was especially important to the Manageress group. Manageresses feel strongly that to be effective, a sales lady must make conversation with the customer. She must get to know her so as to ascertain exactly what her needs are. In so doing she can show the customer items which are most likely to meet her need. This is offering a real service. The Customer group seem

to agree here. They say that not only must the sales lady determine her needs but she must be able to find something to satisfy those needs (Construct 18). This construct is not as important as the actual determining of needs as evidence by the lower Summary coefficient: .84 and Rank: 20. However it was still significant and not seen as such by any of the organisational groups.

The above constructs appear to indicate the need for a long term relationship between sales lady and customer. This is particularly evident from the Sales Lady constructs including construct 3 that the sales lady gets to know her customers well so that she knows what styles they like etc.. This is perhaps what the customer group mean by a genuine interest (Construct 6) as opposed to a superficial one. These constructs (30, 18, 72 and 6) indicate that customers differentiate between effective and ineffective customers firstly on whether the sales lady shows a genuine interest and whether she tries to assess her needs. Thus from the customers point of view, the sales lady must want to help. To do this she must be interested in finding out what it is the customer is in the store for. Once she has identified the need, then she can gear her sales pitch to satisfy that specific need. It can be seen from these constructs that customers believe effectiveness of a sales lady hinges not on learned selling skills but on possessing the attitude of genuine interest in the customer and her job. With such an attitude the sales lady is likely to go the extra mile for the customer, and this is what differentiates the effective sales lady from the ineffective one.

This relates to another important are in this category. All three groups talked about making the customer feel special. The Manageress group had two constructs (56 and 75) dealing with this issue but neither had particularly high Summary coefficients. The fact that they have high Effectiveness Separation coefficients indicates that they have a high association with effectiveness but probably also have a moderately high association with ineffectiveness because they are not particularly useful in differentiating between effective and ineffective sales ladies. The Sales Lady construct (113) in this area is slightly different in that it mentions making the customer feel important. This construct is useful to the Sales Lady group than the Manageress constructs are. This is evidenced by the Summary coefficient of .87. With the Customer constructs (84 and 17) it is important to note that although both constructs have high Effectiveness Separation coefficients i.e. are highly associated with effectiveness, it is evident from the Summary coefficients, that, from the customer's point of view, it is not enough just make the customer feel welcome in the store, she must be made to feel special. The Summary coefficient of construct 17 indicates that this construct is not as useful in differentiating between effective and ineffective sales ladies as construct 84 is, and this is far more useful than the same construct (56) is to the Manageress group.. So while it is important to make the customer feel welcome, a truly

effective sales lady will take this further, and make the customer feel special. This requires the individualised and genuine interest spoken about above.

Also common to all three of the groups was that the sales lady be honest with the customer and tell her if a garment does not suit her even if it is high fashion. Although significant the construct was neither highly associated with effectiveness nor particularly useful in differentiating between effective and ineffective sales ladies for the Manageress (Construct 22) and Sales Lady (Construct 19) groups. The construct (62) was however, particularly important to the Customer group (Summary coefficient: .92 and Rank 7). It relates to the sales lady having a genuine interest in the customers and having her best interests at heart. This group believe that the sales lady should be honest enough to tell the customer when a fitted garment does not suit her, especially as the sales lady is often the only other opinion available.

Finally the Sales Lady group felt that an effective sales lady should check on customers in the fitting rooms (Construct 47), should show customers new stock (Construct 94) and should keep garments aside for customers (Construct 104). Making a specific effort to show a customer the new ranges and stock is seen by the Sales Lady group as the most important of these three functions performed by an effective sales lady. Intuitively this sounds correct, however it is interesting that this construct is also not seen as significant to either of the management groups. The Customer group felt than an effective sales lady would remove unwanted garments from the fitting room (Construct 55), an old-fashioned service that, while significant, was low on the priority list (Rank 40) for this group.

Looking at the degree of overlap in the significant constructs across the groups, the following table may be useful:

**Table 13. Overlapping Constructs in Category 4**

Top Mgt.	Manageress		Sales lady		Customer	
	0 constructs		0 constructs		0 constructs	
	0%	0%	0%	0%	0%	0%
Manageress			7 constructs		5 constructs	
			21%	17.5%	15.2%	10.9%
Sales lady					5 constructs	
					12.5%	10.9%

Of all the categories, this one appears to have the most congruency in terms of sales lady effectiveness. However it must be remembered that this exists only between the Manageress, Sales Lady and Customer groups, and not the Top Management group.

v) **Category 5 Selling Style**

Selling Style includes several areas to do with how the sales person goes about selling e.g. whether she has a sales orientation, a natural ability to sell, and the degree of efficiency and professionalism she exhibits.

**Table 14 Groups' Significant Constructs in Category 5: Selling Style**

Group		Construct	Eff. Sep. coef.	Sum. coef.	Rank
Top Mgt.	48	She has a natural personality for selling. - She does not have a natural ability to sell.	1.00	1.00	1
Manager-ess	85	She does not have a natural ability to sell. - She lacks the natural ability to sell.	.81	.76	19
Customer	34	She is the type of person who makes you want to buy. - She is the type of person who puts you off buying.	.82	.96	4
Manager-ess	82	She can convince a customer who has come to pay her account, to buy. - She cannot convince a customer who has come in just to pay her account, to buy.	.71	.65	34
Top Mgt.	45	She fights for sales. - She is happy to wait for sales to come her way.	.95	.92	5
Manager-ess	55	She is hungry for sales. - She is happy with sales that just come her way.	.78	.91	6
sales Lady	10	She tries to get the customer to buy to her credit limit. - She is unconcerned with the customer's credit limit.	.82	.84	20
Manager-ess	69	She can handle pressure. She remains calm e.g. with difficult customers. - She gets flustered under pressure.	.81	.81	14
Sales Lady	42	She knows how to handle difficult customers. - She does not know how to handle difficult customers. She sometimes offends them.	.76	.90	12
Customer	67	She has a professional approach. - She has a careless approach.	.88	.84	20
Customer	60	She is trained in her job. - She lacks polish in her job.	.87	.82	28
Customer	4	She is efficient in her work. - She is sloppy in the way she works.	.90	.81	31
Customer	95	She goes to her colleagues across the store and speaks quietly to them. - She shouts across the store to her colleagues.	.80	.73	44
Customer	15	She hovers around you when you are looking around the store. - She sees you are looking, and asks you to call her if you need help.	.82	.64	56
Manager-ess	71	She has an old-fashioned way of selling - she gives her full attention to the customer, - She believes in self-service. She goes for fast sales without much attention to the customer.	.75	.86	8
Customer	58	She can mix and match garments. - She cannot can mix and match garments.	.69	.72	46

All the groups indicate that a natural selling ability is important for sales lady effectiveness. It is interesting to note the high level of congruency between the Top Management and Customer groups on this issue. Top Management (Construct 48) rank this the most important construct (Summary coefficient: 1.00) and Customers (Construct 34) ranked it 4th (Summary coefficient .96). Although the Manageress (Construct 85) and Sales Lady

(Construct 82) groups also saw similar constructs as significant, they did not have the same importance bestowed on them as by the other two groups - Summary coefficients, .76 and .85 respectively. This construct (48) is the most important construct to the Top Management group. It symbolises what sales lady effectiveness means to them. What differentiates effective from ineffective sales lady behaviour is a natural, in-born ability to sell. The importance placed on this construct for this group will have far-reaching consequences for sales lady training and selection. These will be discussed in the following chapter.

The two management groups were also in agreement that an effective sales lady fights for sales and does not merely wait for them to come her way (Top Management: construct 45, Manageress construct 55). This construct is important to these groups both in terms of association with effectiveness differentiating capabilities. The construct deals with the issue of whether the sales lady has a sales orientation i.e. does she actively seek out sales or not. A related construct seen by the Sales Lady group as significant is construct 10. However this is not as useful to this group as the *fights for sales* construct is to the other two groups.

The ability to remain calm and professional in difficult circumstances such as when a customer complains, is a good indicator of a sales lady's effectiveness according to the Manageress group (Construct 69) and even more so the Sales Lady group (Construct 42). The Customer group had five different constructs (67, 60, 4, 95, 15) which dealt with the professionalism issue. While all of these are relatively highly associated with effectiveness, they are only moderately important in terms of differentiating between effective and ineffective sales ladies.

The most important construct (71) to the Manageress group in this category deals with the old-fashioned selling style versus self-service. This construct supports the discussion of category 4 in that there is a realisation that the customer wants individualised attention and a genuine interest.

The only remaining significant construct in this category is the low ranking Customer construct (58) which deals with the sales lady's ability to mix and match garments. It is debatable whether this construct deals with a natural, in-born ability or a learned technique in which case it would be better placed in category 2. Either way the construct is relatively unimportant to the Customer group when considering sales lady effectiveness as seen by the high rank and low Summary coefficient.

**vi) Category 6 Communication Skills**

Communication skills deal with the sales ladies ability to communicate effectively with both staff and customers.

**Table 15 Groups' Significant Constructs in Category 6: Communication Skills**

Group		Construct	Eff. Sep. coef.	Sum. coef.	Rank	
Top Mgt	3	She understands your verbal and non-verbal communication. She is on the same 'wave-length' as you.	- She does not communicate on the same 'wave-length' as you. She is difficult to communicate with.	.81	.84	12
Sales Lady	23	She is easy to communicate with.	- She is difficult to communicate with.	.84	.76	37
Manager-ess	46	She communicates easily.	- She is withdrawn and does not communicate easily.	.91	.65	35
Sales Lady	55	She has a sophisticated manner.	- She is rough in her manner. She needs finishing.	.76	.80	27
Customer	20	She appears to have had a good schooling.	- She appears to have had poor schooling.	.76	.66	54
Customer	68	She has a friendly manner.	- She has a abrupt manner.	.93	.81	31
Manager-ess	27	She is a 'people-person'.	- She does not have 'people skills'.	.80	.92	5
Customer	97	She has 'people skills'. She is good at dealing with people.	- She is not good with people.	.86	.91	8
Manager-ess	67	She can communicate with all types of customer e.g. different ages and races.	- She cannot communicate with all kinds of customer.	.95	.68	31
Sales Lady	99	She can communicate with all customer irrespective of age or race.	- She can only communicate well with some customers.	.87	.66	49

The ease with which one can communicate with the sales lady was important to the Top Management (Construct 3) and Sales Lady (Construct 23) groups. The construct was more important to the Top management group (Summary coefficient: .84, Rank: 12) than it was to the sales lady group (Summary coefficient: .76, Rank: 37). The emphasis of these constructs, particularly the Top Management one, is the level of difficulty or ease the communicator has in communicating with the sales lady. In other words, it is from the manager's point of view. It is worth noting that this was the only Top Management construct in this category. Also Top Management were concerned only with the sales lady's understanding of their own communication rather than how well the sales lady communicated with the customers. The Manageress group has a general construct (46) dealing with the sales lady's communication but this one is from the sales lady's point of view i.e. how well does she communicate and not how easy is she to communicate with as is the case with the Top management construct.

The Sales Lady (Construct 55) and Customer (Constructs 20 and 68) groups both mentioned the sales lady's 'manner'. This would include both her verbal and non-verbal communication. It is the way she 'comes across' in her communication with others. They talk about a sophisticated or finished manner which is likely to stem from the individuals schooling and upbringing rather than any training the sales lady may have received. In neither case however, were these constructs particularly useful in differentiating between the effective and the ineffective sales lady. The Customer construct (68) which describes the sales lady's manner as friendly versus abrupt may be dealing more with a personality difference than a schooling one. The fact that this construct has a high Effectiveness Separation coefficient (.93) but a relatively low Summary coefficient (.81) indicates that while it is associated with effectiveness it is far less useful in differentiating between effective and ineffective behaviour.

Probably the most important issue in this category is whether the sales lady is a "people-person" i.e. good at dealing with all kinds of people. These constructs were important to the Manageress (Construct 27) and Customer (Construct 97) groups. These constructs have Summary coefficients and Ranks of .92, 5 and .91, 8 respectively. Part of 'people skills' is the ability to communicate with all types of people. This was significant to the Manageress (Construct 67) and Sales Lady (Construct 99) groups. These constructs pertain specifically to communication with customers rather than other staff members as was emphasised by the Top management group (Construct 3). These constructs imply that an effective sales lady is able to communicate as effectively with people from different race groups and ages as she is with people of her own race group and age. This means that she cannot only speak the correct language but also that she can empathise with them and therefor identify their specific needs. These constructs however, have relatively low Summary coefficients (Manageress: .68, Sales Lady: .66) and are therefor not particularly useful in differentiating between effective and ineffective sales ladies.

**vii) Category 7: Commitment**

Commitment deals with the sales lady's commitment and loyalty to the job, branch and organisation. It includes the sales lady's enthusiasm for the job, her motivation to learn more and achieve, and the effort she expends in so doing.

**Table 16 Groups' Significant Constructs in Category 7: Commitment**

Group		Construct	Eff. Sep. coef.	Sum. coef.	Rank	
Top Mgt	26	She is loyal to her supervisor and company. She makes an effort to do well for them.	- She has a 'care-less' attitude towards her supervisor and company.	.86	.58	33
Top Mgt	17	She is interested in the turnover of the branch and company. In other words, she shows an interest in whether targets are met etc.	- She is not interested in how well the branch or company is doing.	1.00	1.00	1
Manager-ess	70	She is interested in store targets.	- She is not interested in store targets.	.84	.64	37
Manager-ess	89	She is interested in her work.	- She is disinterested in her work.	.82	.60	38
Top Mgt	47	She is enthusiastic about her job.	- She is not really interested in her job.	1.00	.97	3
Sales Lady	87	She is enthusiastic about her job.	- She is unenthusiastic.	.84	.92	6
Top Mgt	54	She shows an interest by asking questions and offering suggestions.	- She just stands and watches.	.81	.97	3
Top Mgt	55	She is eager to learn new things.	- She is not interested in learning new things.	.76	.89	7
Manager-ess		She is eager to learn more. She asks questions.	- She is not interested in learning more.	.69	.72	29
Sales Lady	52	She is hardworking.	- She is lazy.	.93	.94	3
Sales Lady	75	She is always busy.	- She stands around or pretends to be busy.	.72	.98	2
Sales Lady	51	She is always serving a customer or getting on with some other work.	- She often stands around and chats.	.74	.90	10
Manager-ess	30	She is highly motivated.	- She is not motivated.	.68	.73	25
Sales Lady	28	She is serious about her work e.g. she sets targets for herself.	- She is not serious about her work.	.76	.80	27
Top Mgt	5	She will assist management without expecting extra reward.	- She will only do extra duties if she will receive some form of reward for it.	.90	.66	20
Manager-ess	4	She will put extra effort into her work.	- She only does her job, no more.	.72	.77	16
Top Mgt	52	She is unreliable as her attendance at work is irregular.	- Her attendance at work is regular.	.90	.55	35

Table 16 continued

Group	Construct		Eff. Sep. coef.	Sum. coef.	Rank
Sales Lady	91	She enjoys serving customers. - She would rather be doing something else. She helps only because she has to.	.98	.94	4
Customer	102	She wants to help and serve. She seems to enjoy it. - She does not really want to serve. She works for the money and not the enjoyment.	.98	1.00	1

The Top Management construct (26) sums up this category. This construct represents the overall loyalty of the sales lady to her superior and the organisation. While the construct has a high association with effectiveness it is not as useful for differentiating between effective and ineffective sales ladies as seen by the very low Summary coefficient.

The following constructs perhaps give a better idea of what is meant by loyalty and commitment. Both the Top Management (Construct 17) and Manageress (Construct 89) groups see an interest in store targets as significant. This construct is particularly important to the Top Management group. The construct has the highest possible Separation coefficient, 1.00 and Summary coefficient, 1.00 and is ranked tie 1st. This means that a sales lady who is interested in store and company targets and turnover, is likely to be seen as effective while a sales lady who is not interested in the company's progress is highly likely to be seen as ineffective. A sales lady cannot be working only for herself, she must be committed and be seen to be committed to the store and company too, if she is to be seen as effective by the Top Management group.

The Manageress group on the other hand, see this construct as significant and fairly highly associated with effectiveness (Effectiveness Separation coefficient: .84) but do not use it to differentiate between effective and ineffective sales ladies as evidenced by the relatively low Summary coefficient (.64). Related to this is construct 89 but it is also relatively unimportant in terms of its differentiating capabilities.

Related, but far more important is the construct dealing with the sales lady's enthusiasm for the work and job. This was highly significant to the Top Management (Construct 47) and Sales Lady (Construct 87) groups. For the Top Management group this construct had the highest possible Separation coefficient, a very high Summary coefficient and a Rank of 3, and for the Sales Lady group it had a Summary coefficient of .92 and a rank of 6 which clearly indicates that the sales lady's level of enthusiasm about her job is used by Top Management and Sales Ladies to classify her as effective or ineffective.

The following constructs go some way to indicate what this interest and enthusiasm for the job entails for the management groups. The Top Management (Constructs 54 and 55) and Manageress (Construct 68) groups had constructs dealing with the sales lady's eagerness to learn. Of the Top Management constructs the first construct is perhaps an elaboration of the second but it can be seen that both are very important in terms of differentiating between effective and ineffective sales ladies with Summary coefficients of .97 and .89 and Ranks of 3 and 7. The Manageress group did not find this construct nearly as useful (Summary coefficient: .72).

The Sales Lady group seems to have a very different view of what enthusiasm for the job entails. This group have a number of constructs which deal with the level of activity and effort the sales lady puts into her job (Constructs 52, 75 and 51). The findings for these constructs indicate the extreme importance of a high level of effort to effectiveness and particularly to differentiate effective from ineffective behaviour as far as the Sales Lady group is concerned. On top of the very high Summary coefficients, all three of these constructs are ranked in the top 10 constructs for this group.

The two management groups have significant constructs dealing with doing 'extra' in her job. The Top Management construct (5) is interesting as it seems to indicate that this group view commitment to the organisation as a sales lady who does more than her job description prescribes. However, unlike the other three groups who said that this involved commitment to the customer (Category 4 constructs), the Top Management group see this 'extra' as assisting management. This may include activities to assist the Management for which the sales lady will not receive additional compensation or reward. While the construct has a high effectiveness association it has a relatively low usefulness to this group in differentiating between effective and ineffective behaviour (Summary coefficient: .66).

In comparison with the Top Management group the Manageress group believe there is less association with effectiveness than the Top Management group do (Effectiveness Separation coefficient: .90). However, the Manageress see more usefulness in this construct in differentiating between effective and ineffective behaviour (Top Management Summary coefficient: .66). This group also do not restrict this extra effort to assisting management as the Top Management group appear to do.

Finally, both the Sales Lady (Construct 91) and Customer (Construct 102) groups see the sales lady's commitment to the job in terms of her motivation for working as highly significant. This construct is the most important to the Customer group in terms of association with effectiveness and ability to differentiate between effective and ineffective sales ladies. This relates back to the earlier discussion of Category 4 findings in which it

was found that the Customer group require that the sales lady be genuinely and constantly interested in the customer to be effective. In order to do this the sales lady must be enjoying what she is doing. This type of attitude and predisposition can not be forced. It has to come naturally from an enjoyment of the type of work she is doing. This construct was not seen as significant by the management groups.

It should be mentioned at this point that the Top Management group has a large percentage, almost 32%, of it's significant constructs in this group and of these 4 are in the top 10 constructs used to differentiate and associate with effectiveness. The Sales Lady group also places a fairly large amount of importance on this category (15%). It has 5 of the top 10 constructs in this group. However, it is worth noting that the constructs of these two groups do not overlap to a great extent (only 1 construct). Table 17 presents the number of overlapping constructs.

**Table 17. Overlapping Constructs in Category 7**

Top Mgt.	Manageress		Sales lady		Customer	
	3 constructs		1 construct		0 constructs	
	13.6%	9.1%	4.5%	2.5%	0%	0%
Manageress			1 constructs		0 constructs	
			3%	2.5%	0%	0%
Sales lady					1 constructs	
					2.5%	2.2%

In fact, only the construct concerning the sales ladies enthusiasm and eagerness to learn, are found to overlap in this category.

The construct that is significant to the Sales Lady group and which is not mentioned as significant to the management groups is that of the sales lady enjoying her job. This had a Summary coefficient of .94 and was ranked 4th by the Sales Lady group. This construct is important because it is the same construct which was ranked 1st by the Customer group (Summary coefficient 1.00). Thus of the employees of the company it is the Sales Lady group that are most similar to the Customer group in terms of this category.

**viii) Category 8 Manageability**

Manageability is catch-all category which deals with how easy the sales lady is to manage, her dependability, flexibility, and potential, and how well she works with other sales ladies.

**Table 18 Groups' Significant Constructs in Category 8: Manageability**

Group		Construct	Eff. Sep. coef.	Sum. coef.	Rank
Top Mgt	43	She is difficult to motivate. - She is easy to motivate.	.76	.89	7
Top Mgt	49	She can be given more responsibility. - She cannot be given more responsibility.	.86	.87	10
Top Mgt	31	She lacks ability and is therefor not trainable. - She has potential and is therefor trainable.	.81	.89	7
Top Mgt	46	She learns quickly. - She is slow to learn.	.86	.74	17
Sales Lady	20	She learns new things quickly. - She is slow to learn.	.76	.74	39
Top Mgt	6	She is ambitious and career oriented. - She is happy to stay as a sales lady.	.86	.82	15
Manager-ess	28	She can be used in any department. - She can only work in one department.	.81	.67	32
Sales Lady	108	She can work in any department. - She can only work in one department.	.79	.74	39
Manager-ess	34	She has to be told what to do. - She uses her own initiative.	.68	.85	10
Sales Lady	15	She is dependable and responsible. - She is not dependable and is irresponsible.	.88	.84	20
Sales Lady	18	She is easy to work with. - She is difficult to work with.	.83	.86	18
Sales Lady	44	She helps other sales ladies. - She works only for herself.	.77	.83	23
Customer	104	She helps other sales ladies. - She works only for herself.	.71	.72	47

The first point that must be mentioned about this category is the importance of the category to the Top Management group. With almost 23% of the groups significant constructs in this category it makes the category the second most important one to the group.

When looking at the constructs this group saw as significant in this category, it can be seen that three of these are in the top 10. Construct 43 deals with the issue of motivation. Although this construct does not have a particularly high association with effectiveness it is useful in differentiating between effective and ineffective sales ladies. Notice that this construct concerning motivation is different to the one mentioned in Category 7 by the Manageress group. The Manageress construct (30) concerned the sales lady's own motivation i.e. whether she was self-motivated or not. This construct is from the manager's point of view and deals with whether the sales lady can be motivated easily.

The emphasis once again with the Top Management group is from their point of view rather than the sales lady's or the customers'.

The Top management group have two significant constructs which deal with the trainability of the sales lady. The first construct (31) has a slightly lower effectiveness coefficient but is more useful as an overall construct associated with effectiveness and used to differentiate effectiveness from ineffectiveness of sales ladies. The second construct (46) has a high effectiveness coefficient but is less useful in differentiating. These constructs, along with construct 49 indicate that the sales lady's potential in terms of being able to take on extra responsibilities and being trainable, makes her an effective sales lady. The emphasis seems to be on what she can be in the future rather than her current capacity as sales lady. In other words the focus seems to be not on the sales ladies functioning as a sales lady but rather on her potential and trainability for future posts. One must question whether these should be criteria for differentiating between effective and ineffective sales ladies?

The sales lady group also sees the speed at which a sales lady learns as significant (Construct 20). Although this construct has a lower association with effectiveness for this group, it is as useful as an overall construct which is associated with, and differentiates between effective and ineffective behaviour, as the same Top Management construct (46).

When comparing the findings for the two management groups, they do not even see the same constructs as significant let alone give them similar ratings. The most important of the Manageress constructs in this group is the one dealing with the sales lady using her own initiative (Construct 34). This construct has a Summary coefficient of .85 and is ranked 10th. It was not seen as significant by any of the other groups.

When comparing the Sales Lady group (Construct 108) to the Manageress group (Construct 28) there was only one overlap. This is on the construct concerning the flexibility of the sales lady, i.e. whether she can be moved between departments. Although the findings were similar, the Sales Lady group found this construct to be slightly more important. The Sales Lady group place emphasis in this category, on the team-working capabilities of the sales lady (Constructs 18 and 44). It is interesting that the only overlap with the Customer group (Construct 104), was on the issue of whether the sales ladies helped each other, and this was with the Sales Lady group (Construct 44). While the Effectiveness Separation coefficients are similar, the Customer group did not allocate this construct the same importance that the Sales Lady group did. This result is however expected of the Customer group as their primary concern is more likely to be the sales

ladies' interaction with themselves, the customers, rather than interactions between the sales ladies.

There is therefore very little congruency between the groups on this category.

**ix) Category 9 Personality Factors**

The Personality Factors category deals with qualities, attributes and personality characteristics as opposed to activities.

**Table 19 Groups' Significant Constructs in Category 9: Personality Factors**

Group		Construct	Eff. Sep. coef.	Sum. coef.	Rank
Top Mgt	13	She has a high energy level. - She lacks energy and drive.	1.00	.92	5
Top Mgt	29	She is open and outgoing. - She is reserved and withdrawn.	.90	.68	18
Top Mgt	36	She is vibrant and spirited. - She is dull and uninterested.	.81	.63	22
Top Mgt	11	She is bubbly. - She is sullen.	.95	.63	23
Customer	21	She has a spontaneous and bubbly personality - She is dull and lifeless.	.80	.84	24
Sales Lady	109	She has a pleasant personality. - She has a nasty personality.	.72	.58	64
Customer	98	She is friendly. - She is unfriendly.	.77	.71	49
Customer	78	She smile. - She has a miserable face and does not smile.	.90	.78	38
Customer	33	Her friendship seems genuine. - She is over friendly with the result that her friendship seems false.	.81	.81	31
Sales Lady	60	She is truly friendly. - Her friendliness seems false.	.84	.79	29
Sales Lady	22	She is patient with the customer no matter how long she takes. - She gets impatient with the customers when they take a long time.	.82	.84	20
Customer	25	She is patient. - She gets impatient with the customer.	.86	.72	47
Sales Lady	79	She is confident. - She lacks confidence.	.91	.94	5
Customer	88	She is approachable. - She is not approachable.	.95	.91	10

This category is the 3rd most important to the Top Management group (18% of significant constructs), with the level of energy construct (13) being particularly significant (Summary coef.: .92; Rank 5). The other findings for this group indicate that while effective sales ladies tend to be bubbly, vibrant, spirited, open and outgoing, ineffective sales ladies are also sometimes like this and therefore the constructs are not the most useful at distinguishing an effective sales lady from an ineffective one.

The Manageress group on the other hand has no significant constructs in this category. In other words the Manageress group do not see personality factors as playing a part in sales lady effectiveness. The Sales Lady group had a few constructs (109, 60, 22 and 79) in this group with level of confidence being the most important (Construct 79, Summary coef.: .94; Rank 5). In other words, according to this group, effective sales ladies are more confident than ineffective sales ladies. There was however, no overlap with the Top Management group. This meant that in terms of this category there was no congruency at all amongst the employee groups.

The category was fairly significant to the Customer group (15% of significant constructs) with approachability being the most important construct to the group (Construct 88, Summary coef.: .91; Rank 10). There was some congruency that existed between the Customer and Sales Lady groups on the constructs of friendliness (Constructs 33 and 98) and patience (Construct 22) but as neither of these were particularly important to either of the respective groups, this was a weak similarity.

On the issue of friendliness, it is interesting that this group raise the issue of a sales lady being overly friendly to the extent that the friendliness seems false (Construct 33). This may be due to a sales lady forcing a friendly attitude because she has been told to i.e. in a case when she is not naturally friendly. This construct has both a higher association score and overall Summary coefficient than the construct dealing with friendship in general. In other words, whether the sales lady appears to be genuinely friendly or falsely friendly it is more useful in differentiating between effective and ineffective sales ladies than the construct *friendly - unfriendly*. As neither of these constructs have very high Ranks, they are not of major importance to the Customer group when it comes to sales lady effectiveness.

Construct 78 deals with one aspect of friendliness, smiling. The fact that this construct is seen as reasonably significant (Summary coefficient: .78) means that not all sales ladies smile when dealing with the customer. In fact whether the sales lady smiles or not is a fairly good indicator of her effectiveness according to the Customer group. It should also be pointed out that none of the employee groups saw this construct as significant.

**x) Category 10: Other**

This category includes constructs which are results of, rather than conditions or requirements for, effectiveness e.g. sales figures, and whether customers ask for the sales lady.

**Table 20 Groups' Significant Constructs in Category 10: Other**

Group		Construct	Eff. Sep. coef.	Sum. coef.	Rank
Top Mgt	33	She has developed and grown since she started in the job. - She has not grown at all since she started in the job.	1.00	.87	10
Manager-ess	19	Her sales figures are good. . Her sales figures are good.	.81	.73	25
Manager-ess	44	Customers ask for her. - Customers do not ask for her.	.67	.76	19
Sales Lady	27	Customers ask for her. - Customers do not ask for her.	.81	.91	7

For the Top Management group, the potential of the sales lady surfaces again as it did in Category 8. In other words, the effective sales lady is one who has the potential to grow and develop. Thus in terms of results (Category 10) effective sales ladies have grown and developed while ineffective ones have not (Construct 33). This construct has the highest possible Effectiveness Separation coefficient. This means that according to this group all effective sales ladies have developed and grown since they started in the job. The slightly lower Summary coefficient indicates that sometimes this construct can be associated with ineffective sales ladies and thus it does not differentiate 100% of the time. Never-the-less the construct still has a high Summary coefficient and is therefor useful to this group in terms of association and differentiating capabilities. Relative to other constructs elicited from this group, it is also important as seen by the ranking of 10. Again, there seems to be a future orientation with the group. An effective sale lady is one who has developed, not stayed as she was when first employed.

Once again has no similarity between the Top Management and Manageress groups on this category. The Manageress group had two constructs in this group. The first, Construct 19 deals with the sales lady's sales figures. As can be expected, good sales figures have a relatively high association with effectiveness (Effectiveness Separation coefficient: .81) however, they are only moderately useful when it comes to differentiating between effective and ineffective sales ladies. This is useful to know as it means that, according to the Manageress group, good sales figures alone do not make a sales lady effective.

For the Manageress group, whether customers ask for the sales lady is the best differentiator in this category but it's useful is still only moderate (Summary coefficient: .76, Rank 19). The Sales Lady construct 27 overlapped with this Manageress construct.

There is therefore some congruency here. What is important however is the relative importance the sales ladies attach to this construct as compared with the Manageress group. While manageresses do not find the construct more than moderately useful, it is very important to the Sales Lady group and is very useful in differentiating effective from ineffective sales ladies. In the following chapter, we shall look at the implications of this.

### 2.1.5. Hypothesis 1 Conclusion:

From the above findings, it can be concluded that there is very little congruency or similarity between the groups on their views of sales lady effectiveness. The only significant congruency, which was very limited in its extent, was in the categories of customer service and customer commitment where there was some similarity amongst the Manageress, Sales Lady and Customer groups in terms of the constructs used to differentiate between effective and ineffective sales ladies. However, it should be pointed out that although there was this limited overlap in the category in general, very often different constructs were used indicating that the different groups had different perceptions of what customer commitment and service actually meant. Also on the rare occasion that the same constructs were seen as significant by more than one group, they were allocated different levels of usefulness in differentiating effective from ineffective sales ladies as indicated by the Summary coefficients and also different levels of importance as indicated by the rankings given to the constructs.

Perhaps looking at the most important construct for each group, provides a good example of the extent of similarity or lack thereof:

**Customer Group:** Category 7: Commitment to job and organisation

		Eff. Sep coef.	Sum. coef.	Rank
102	She wants to help and serve. She seems to enjoy it. - She does not really want to serve. She works for the money not the enjoyment.	.98	1.00	1

**Sales Lady Group:** Category 4: Customer Commitment- "Going the extra mile for the customer"

		Eff. Sep coef.	Sum. coef.	Rank
45.	She goes out of her way for the customer. Nothing is too much effort for her. - Everything is an effort. She does nothing extra.	.91	1.00	1

**Manageress Group: Category 3: Customer Service**

		Eff. Sep coef.	Sum. coef.	Rank		
79.	She offers the customer help.	-	She expects the customer to ask for help.	.86	1.00	1

**Top Management Group:**

This group and a tie for first ranking:

Category 5: Selling style and Category 7: Commitment

			Eff. Sep coef.	Sum. coef.	Rank	
48.	She has a natural personality for selling.	-	She does not have a natural ability to sell.	1.00	1.00	1
17.	She is interested in the turnover of the branch and company. In other words, she shows an interest in whether targets are met etc..	-	She is not interested in how well the branch or company is doing.	1.00	1.00	1

Thus having tested hypothesis 1 the following can be concluded:

The **constructs** held by top managers, branch manageresses, sales ladies and customers with respect to sales lady effectiveness, are **not the same.**

## **2.2. Hypothesis 2**

The **constructs** of the four groups are **similar** to those elicited from **documentation** concerning the salesperson and her job e.g. the job description.

The testing of hypothesis 1 has already found that the groups' constructs pertaining to sales lady effectiveness are not the same, what remains to be seen with this hypothesis is which, if any, of the groups' constructs are similar to those elicited from documentation.

Appendix 5 is a copy of the Job Description for the position of Sales Lady in this organisation. Appendix 6 provides the constructs which were elicited from the Job Description and the Job Knowledge Assessment and Training Plan document. This document is used by the company to train sales ladies as well as to evaluate their performance. The full detailed document is not provided due to confidentiality accorded the organisation by the researcher. Suffice to say that the second document is a more detailed form of the Job Description which indicates specific behaviours required for effective behaviour in the position of sales lady. No documentation was available which resembled a Job Specification.

### **2.2.1. Spread of Constructs across the Categories and Groups**

The constructs elicited from the documentation were also allocated to the categories used for the analysis of hypothesis 1. This data was added to that found for the groups (Table 5). Table 21. presents the updated data:

**Table 21. Percentage of Total and Significant Constructs By Category, Group and Documentation**

Category	Top Mgt.		Manageress		Sales Lady		Customer		Document ation
	% Tot	% Sign.	% Total	% Sign	% Total	% Sign	% Total	% Sign	% Total
1. Administration	3.5	0	3.2	0	4.4	2.5	0.9	0	56.67
2. Selling Technique	3.5	4.6	4.3	3.0	3.5	2.5	2.8	2.2	6.67
3. Customer Service	1.7	4.6	11.7	18.2	14.2	10.0	28.3	28.3	3.33
4. Customer Commitment	3.5	0	11.7	27.3	15.0	30.0	24.5	28.3	16.67
5. Selling Style	8.6	9.1	16.0	12.1	14.2	7.5	13.2	15.2	10.0
6. Communication Skills	10.3	4.6	6.4	9.1	6.2	7.5	4.7	6.5	0
7. Commitment	20.7	31.8	16.0	15.2	9.7	15.0	1.9	2.2	0
8. Manageability	24.1	22.7	9.6	6.1	15.0	12.5	1.9	2.2	0
9. Personality Factors	19.0	18.2	16.0	0	16.8	10	14.2	15.2	3.33
10. Other	5.2	4.6	3.2	6.1	2.7	2.5	0	0	3.33

**2.2.2. Comparison Across the Categories**

**i) Category 1 Administration**

This category is obviously of primary importance according to the documentation. It contained 57% of all the constructs elicited from the documentation. A sales lady, according to the job description, training plan and assessment form, must be able to operate the POS terminal and microfiche; be competent at handling stock and housing and assist in in-store security. What is of particular relevance is that assisting with in-store security is seen as one of the primary objectives of the job. It was this subcategory of the Administration category where the only significant constructs existed amongst the groups. The Sales Lady group had the only construct (84) which seems congruent with the documentation in this category. This construct dealt with whether the sales lady was alert and aware of what was going on in the store. This ties in with the documentation construct:

16.	She observes customer movement and reports suspicious behaviour immediately.	-	She is not aware of customer movements.
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As none of the other groups had any significant constructs in this category it can be concluded that the views of the groups' on sales lady effectiveness are not congruent with the documentation when it comes to the category: Administration. In other words, while these constructs make up the bulk of the documentation pertaining to the job, including the evaluation of sales lady performance, they are not used by any of the groups to differentiate between effective and ineffective sales ladies nor are they highly associated with effective behaviour.

### ii) Category 2: Selling Technique

The constructs pertaining to the documentation which fall into this category represented nearly 7% of the total number of constructs elicited. This is slightly higher than the number of constructs elicited and significant for the four groups in this category. The two constructs elicited from the documentation in this category were:

25.	She tries to get the cash customer to open an account.	-	She does not try to convert the customer to an account holder.
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This construct was not significant to any of the groups.

23.	She encourages the customer to buy more than one item - multisells.	-	She allows the customer to leave with only one item.
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Construct 23 deals with the issue of multiselling which was significant to the two management groups. For these groups this construct was fairly useful when dealing with sales lady effectiveness (Top Management: Construct 42, Summary Coefficient: .84; Manageress: Construct 51, Summary Coefficient: .83). It can therefore be concluded here that there is some congruency or similarity across the management groups and the documentation in this category.

### iii) Category 3: Customer Service

This category contained 3.33% of the documentation constructs. This is relatively low compared to the number of significant constructs the Sales Lady (10.0%), Manageress (18.2%) and Customer (28.3%) groups had in this category. The construct elicited from the documentation which fell into this category was:

18.	She greets customers entering the store.	-	She does not greet customers entering the store.
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This construct deals with the sales lady's approach. This issue was particularly important to the Manageress group who felt that whether the sales lady approached and greeted the customer or not (Construct 29) was the 3rd most important construct with a Summary coefficient of .94. The Customer group also felt that whether the sales lady greeted the customer (Construct 39) was useful in differentiating between effective and ineffective sales ladies (Summary coefficient .93, Rank 6).

Therefore while there is some overlap in this category, it is limited to one construct. The Sales Lady, Manageress and Customer groups had many significant constructs in this category which dealt with other issues such as the sales lady's helpfulness, attentiveness, and apparent happiness to serve. It can therefore be concluded that for the category of Customer Service there is very little similarity between the groups views on sales lady effectiveness and those found in the documentation.

**iv) Category 4: Customer Commitment**

This category contained the second highest proportion (16.7%) of documentation constructs. What is interesting about this category is that it is relatively important to the Manageress, Sales Lady and Customer groups but totally unimportant to the Top Management group who had no significant constructs in this category.

The first of the 5 documentation constructs was:

20.	She determines the customers needs.	-	She does not talk to the customer to find out what her needs are.
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This construct was also important to 3 of the groups; Manageress, Sales Lady and Customer. For all three groups this construct featured in the top 10 in the ranking and the Manageress group felt that it was the third most important construct to sales lady effectiveness (Manageress Construct 80, Summary coef: .94, Rank: 3; Sales Lady Construct 97, Summary coef. .91, Rank 8; and Customer: Construct 30, Summary coef. .91, Rank 10). It is interesting to note that this construct is not significant to the Top Management group.

21.	She shows the customer garments which would satisfy her need.	-	She wastes the customers time showing her unrelated items.
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The Customer group also felt that in addition to identifying the needs, the sales lady should be able to satisfy those needs (Construct 18). This was the only group that saw this construct as significant.

27.	She obtains merchandise from other branches at the customer request.	-	She does not offer to get the requested item from another branch.
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The three groups mentioned earlier, also felt that this construct was important to sales lady effectiveness. The construct had similar findings to the one dealing with the identification of customer needs (Documentation construct 21). (Manageress Construct 77, Effectiveness Coefficient: .89, Summary Coefficient: .82, Rank 13; Sales Lady Construct 33: .96, .91, 8; and Customer Construct 69: .71, .91, 8.)

29.	She send spec. appros to customers in accordance with know customer preferences.	-	She does not send customers appros.
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30.	She compiles appros for customers on request.	-	She does not compile appros for customers.
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These two constructs were not seen as significant by any of the groups.

Overall there seems to be moderate similarity between the documentation and the three groups mentioned on this category. Of the issues mentioned by the two employee groups (Manageress and Sales Lady) in this category, the overlapping ones were the most important. The only other construct that the Customer group felt was very important, was that the sales lady show a genuine interest in her and not a superficial one (Construct 6). This is perhaps covered to an extent by the documentation constructs in that to determine and satisfy the customers needs even if that means getting garments from other stores, requires a genuine interest from the sales lady.

The fact that the last two documentation constructs were not seen as significant by the groups may be due to the fact that very few customers know about and expect such service from the sales lady.

What is startlingly evident from this comparison is the lack of similarity with the Top Management group. This group had no significant constructs in this category and in fact had only 3.5% of the total number of constructs elicited in this category. This is compared to the other three groups who have the largest number of significant constructs in the category and the documentation where nearly a quarter of the constructs fall into this category.

v) **Category 5: Selling Style**

This category deals with the sales lady's style e.g. how aggressive she is , how determined to get sales, and to what lengths she will go to get them. There were three constructs in the documentation that fitted best into this category:

22.	She helps the customer decide which item to buy.	-	She does not aid the customer in her decision.
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Helpfulness was also an issue covered by the Manageress and Customer groups. However the emphasis in the documentation surrounding this construct is more on making sure the customer buys something rather than allowing her to leave without buying because she cannot decide which garment is better. This issue was not addressed by any of the groups. The Manageress (Construct 82), Sales Lady (Construct 82) and Customer (Construct 34) groups did however, mention the ability of the sales lady to convince the customer to buy as significant. This was particularly important to the Customer group.

Also related to the style of pushing the customer to buy as much as possible is the following construct:

24.	She attempts to get the customer to buy to her credit limit.	-	She is unconcerned with the customers credit limit.
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This construct was significant to the Sales Lady group but only moderately so: Construct 10, Summary coefficient .84, rank: 20. The other groups did not see it as significant.

28.	She refers customer complaints to the Manageress without offending the customer.	-	She offends the complaining customer.
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This ability to handle the difficult customer without offending her was also seen as significant by the Sales Lady group (Construct 42). Although it did not have a particularly high association with effectiveness (Effectiveness coefficient: .76) it was very useful in differentiating between effective and ineffective sales ladies (Summary coefficient: .90).

Thus for this category the degree of similarity with the groups' constructs is once again very low. The only overlap existed between the documentation and the Sales Lady group.

**vi) vii) viii) Categories 6, 7, 8**

There were no documentation constructs which fell into these categories. It should be noted that categories 7 and 8 were seen as the most important to the Top Management group and yet there were no constructs pertaining to these categories in the documentation.

**ix) Category 9: Personality Characteristics**

There was only one construct which fell into this category:

19.	She smiles at customers.	-	She does not smile.
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This overlaps with the Customer group (construct 78) who felt that whether the sales lady actually smiled or not was a good differentiator between effective and ineffective behaviour. This somewhat obvious characteristic associated with friendliness was not significant to any of the organisational groups.

**x) Category 10: Other**

As mentioned earlier in the chapter, this category dealt more with results of effectiveness that antecedents of effectiveness. Thus the construct on sales figures is likely to feature in the documentation, especially that used in the evaluation of sales ladies.

26. She achieves sales targets set for her. - She does not achieve the targeted sales.
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This construct was only significant to the Manageress group (Construct 19) but was not particularly useful in differentiating an effective sales lady from an ineffective one (Summary coefficient: .76).

**2.2.3. Hypothesis 2 Conclusion:**

Fifty three percent (53%) of the constructs elicited from the documentation overlapped with, or were similar to, significant constructs elicited from the groups. However the breakdown of similarity across the groups paints a bleaker story:

**Top Management:** 1 construct was common to both the documentation and the significant constructs of the group. This represented 3% of the documentation constructs and 4.8% of Top Management's significant constructs.

**Manageress:** 5 constructs were common to both the documentation and the significant constructs of the group. This represented 16.67% of the documentation constructs and 18.52% of the Manageress' significant constructs.

**Sales Ladies:** 6 constructs were common to both the documentation and the significant constructs of the group. This represented 20% of the documentation constructs and 15.38% of the Sales Ladies' significant constructs.

**Customer:** 4 constructs were common to both the documentation and the significant constructs of the group. This represented 13.3% of the documentation constructs and 9.1% of the Customers' significant constructs.

Thus with a maximum level of similarity being 20% it can be concluded that:

The **constructs** of the four groups are **not similar** to those elicited from **documentation** concerning the salesperson and her job e.g. the job description.

### **2.3. Hypothesis 3: Association with Store Performance**

Greater similarity in the constructs of the four groups is positively associated with store performance as measured by store sales to target.

Top Management was asked to rate the stores in question, in terms of store performance. The criterion used by Top Management for this rating was the store's ability to reach it's target in terms of sales. Table 22 presents this data as percentages.

**Table 22. Stores' Percentage Sales to Target**

<b>Branch</b>	<b>Percentage to target (%)</b>
1	89.50
2	87.50
3	89.79
4	126.08
5	87.80
6	93.47
7	85.21
8	82.70
9	88.67
10	88.83
11	98.87
12	83.88
13	93.69
14	90.86
15	77.57
16	78.49
17	99.53
19	87.86
20	90.27

The best performing store was compared to the worst performing store (according to Top Management). Thus from Table 22 it can be seen that Store 4 , the best performing store will be compared to Store 15, the worst performing store.

As opposed to the analysis based on organisational level as was conducted for hypotheses 1 and 2, analysis at this stage is done per store. In other words the manageresses' constructs are compared with those of the store's sales ladies and customers. A similar procedure as was used in hypothesis 1 was used to compared the constructs i.e. by using the categories and comparing the significant constructs across the groups in each category. What was particularly relevant to this hypothesis was the degree of overlap between the groups. This meant establishing which significant constructs where common to the groups for each of the stores. Thus the mix of constructs for the two stores was established and it was determined whether there is an association between greater similarity of constructs and better store performance.

**Table 23. Overlapping Constructs for the Worst Performing Store (Store 15)**

Top Mgt.	Manageress		Sales Lady		Customer		Documentation	
		4		0		2		1
	19.05	14.81	0	0	9.52	4.55	4.76	3.3
Manageress			5		3		2	
			18.52	12.82	11.1	6.82	7.41	6.67
Sales Lady					5		3	
					12.82	11.36	7.69	10
Customer							1	
							2.27	3.33

In the analysis of Store 15, it was found that only 26 overlaps occurred. This meant that only 26 constructs occurred in more than one of the groups' significant construct lists. The highest degree of similarity was between the Top Management and Manageress groups. For example there were 4 constructs (shaded area) which were seen as significant by both the Top Management group and the Manageress of this store. This represented 19.05% of the Top Management's significant constructs and 14.81% of the Manageress' significant constructs. A similar result occurred in the comparison of the Manageress and Sales Ladies significant constructs, where 5 constructs were common to both groups representing 18.52% and 12.82% respectively. It should be noted that these constructs were different to those common to the Top Management group, as there were no overlaps between the Top Management and Sales Lady groups. What is also useful to note is the relatively low degree of similarity between any of the groups and the documentation constructs. There are also very low levels of similarity between the management groups and the Customer group - the highest degree of overlap for the customers with these groups is 6.82%.

When a similar analysis was done with store 4, the best performing store, the following overlaps were found:

**Table 24 Overlapping Constructs for the Best Performing Store (Store 4)**

Top Mgt.	Manageress		Sales Lady		Customer		Documentation	
		1		2		1		1
	4.76	11.1	9.52	6.9	4.76	3.7	4.76	3.3
Manageress			1		2		2	
			11.1	3.45	22.2	7.4	22.7	6.67
Sales Lady					5		3	
					17.59	29.63	10.34	10
Customer							4	
							14.81	13.3

Here there are also only 25 overlapping constructs i.e. constructs common to two or more groups. What is important to point out here though, is that there is far greater similarity between the Sales Lady and Customer views on effectiveness of a sales lady. The common constructs represented almost 30% of both groups significant constructs. Also the significant constructs common to the Customer and Manageress groups represented 22% of

the Manageress group's significant constructs. There also seems to be greater overlap between the documentation and Manageress and Sales Lady constructs. This finding may indicate that where the manageress and sales ladies of a store have views more closely related to those portrayed by the documentation, the store is more likely to achieve its targeted sales. Another conclusion which may be drawn from this data is that where the sales ladies are more in tune with the customers, i.e. view sales lady effectiveness in the same or similar light, the store is more likely to achieve its targeted sales.

The researcher feels however that although there may be a tentative leaning towards concluding hypothesis 3 true, this area of study is far more complex than it may have seemed originally and therefore requires an in-depth and longitudinal analysis to provide conclusive evidence and this was beyond the scope of this particular research.

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## CHAPTER 6

### CONCLUSIONS AND DISCUSSION

#### Introduction

This chapter looks at each of the hypotheses and makes final conclusions about them. For hypothesis 1, the research concludes that the four groups; Top Management, Manageress, Sales Lady and Customer, have different constructs pertaining to sales lady effectiveness. This section provides a pen-picture, or description, of an effective sale lady according to each of the groups. Hypothesis 2 also concludes that the documentation presents a different view of sales lady effectiveness to that of any of the groups. Although tentatively it would be nice to conclude Hypothesis 3 correct, the researcher feels that this conclusion would be premature since a far more in-depth and longitudinal study than was feasible in this research, is in fact, required. This is because of the changing economic and environmental conditions and the numerous other variables such as location, store size, age of store etc. which are likely to play a role. The proper testing of this hypothesis is suggested as an area for future research.

#### 1. Conclusions

##### 1.1. Hypothesis 1

The conclusion for hypothesis 1 is therefore:

The **constructs** held by top managers, branch manageresses, sales ladies and customers with respect to sales lady effectiveness, **are not the same.**

This means that the different groups have different views of what is required of the sales lady in order to be effective. They construe the domain of sales lady effectiveness differently. Looking at the spread of constructs across the categories, Table 5 (all table listed in this section can be found in Chapter 5), one might be tempted to conclude that the Manageress, Sales Lady and Customer groups share similar views of sales lady effectiveness because they all have the largest proportion of their significant constructs in the Customer Commitment category. Table 7 on the other hand, which looks at the distribution of the rankings of the significant constructs across the categories, might be thought to indicate that the Top Management and Sales Lady groups are similar because the largest proportion of most important constructs are in the same category, Category 7. However, when one looks more closely at these significant constructs it becomes evident that the extent of overlap is in fact, very limited. The maximum number of constructs common to more than one group was 15 (Table 3) and this was between the Sales Lady and Customer groups. This only represented 37.5% of the Sales Ladies' significant constructs and 32.6% of the Customers' significant constructs. None of the groups shared

similar views on their most important construct, and these constructs did not even fall into the same categories. On top of the low overlap rate, where constructs are common to more than one group, they are often not of similar usefulness to the group in differentiating between effective and ineffective sales ladies. For example the significant construct *She chats to the customer i.e. makes conversation. - She only greets the customer.*, which is common to both the Manageress (Construct 58) and Sales Lady (Construct 57) groups, is very useful to the Manageress group and yet only moderately so for the Sales Lady group. This can be seen by the Summary coefficients and Rankings: Manageress, .94, 2, and Sales Lady, .76, 36. If it can be concluded that the groups have different views of sales lady effectiveness, then what remains is to see how they actually describe an effective sales lady. The following section provides a pen-picture of the effective sales lady according to each of the groups.

### 1.1.1. Profiles of an Effective Sales Lady

#### 1.1.1.1. Top Management

The majority of the Top Management group's constructs on sales lady effectiveness fell into the categories of Manageability (24.14%), Commitment (20.69%), and Personality Factors (18.97%). The percentages of significant constructs (i.e. particularly useful in differentiating between effective and ineffective sales ladies and strongly associated with sales lady effectiveness) in each of the categories follows a similar pattern with Commitment (31.82%), Manageability (22.72%), and Personality Factors (18.18%) again being the most important categories. As opposed to Chapter 5 (section 2.1.4.3.), where the data are presented by category comparing the groups' significant constructs, here a description is given by group, looking at the significant constructs in the most important categories for that group. Table and construct numbers are given throughout the Conclusions section in order to assist the reader in referring back to the supporting findings in Chapter 5.

Commitment to the Top Management group meant being interested in store turnover and targets, being enthusiastic and eager to learn, and showing interest in the job by asking questions (Table 16). Three of Top Management's top 5 significant constructs fell into this category (Table 7). Also significant in this category was that the sales lady be prepared to do extra work without the expectation of reward. In other words, Top Management felt that to be effective the sales lady must be totally committed to her job, the store and the organisation and do things for the love of the job rather than expectation of extra extrinsic rewards. Also worth noting here is the emphasis that Top Management place on these 'extra duties'. For this group, the extra duties are for management, not for the customer. In other words, to be effective the sales lady must be able and willing to do extra duties for

management - to assist management with their job. This is entirely different to the 'extra effort' mentioned by the other groups and which pertains to the customer (under the Customer Commitment Category) rather than management.

Manageability to the Top Management group meant being easily motivated, trainable, being able to learn quickly and being able to be given additional responsibilities. It is important to note here that the constructs which are significant to the Top Management group do not seem to focus on the sales lady's functioning as a sales lady but rather on her potential and trainability for future posts. Top Management seem to say that if a sales lady has potential i.e. can be given more responsibility and is trainable, then she is effective. There seems to be a future orientation rather than a focus on the job at hand. Another significant construct to this group in this category, is whether the sales lady has ambition. In other words, to be effective Top Management say that the sales lady must not only have the potential to progress but must also want to progress i.e. have the ambition. Again there is a future orientation. The orientation also appears to be internal i.e. focused on the functioning of the organisation rather than external and focused on the customer and customer satisfaction. One must question whether these should be criteria for differentiating between effective and ineffective sales ladies. Do these things make a good sales lady or a good floor or store manageress?

It is also worth noting that the emphasis of the Top Management constructs seem to be on the benefit of the sales lady activity, behaviour or characteristic to Top Management now or in the future. For example, the Top Management group construct dealing with motivation (Construct 43) is how easily the sales lady can be motivated. This can be contrasted with the Manageress construct dealing with motivation which is whether the sales lady is motivated or not (Construct 30). Again one can question the appropriateness of such factors as determinants of effective sales lady behaviour and criteria used to select and evaluate their performance as such.

There were several personality factors seen as important to sales lady effectiveness by the Top Management group. The most important or useful of these was the energy level of the sales lady (Construct 13). Effective sales ladies have higher energy and drive levels than ineffective ones, according to Top Management. A personality which is associated with effectiveness and which differentiates effective from ineffective sales ladies is one which is bubbly, vibrant and spirited and open and out-going. According to Top Management, ineffective sales ladies are more likely to have personalities which can be described as sullen, dull and uninteresting, and reserved and withdrawn (Table 19).

In terms of the Selling Style required for sales lady effectiveness, the Top Management group view the construct dealing with the sales lady's natural selling ability (Construct 48) as important.. Top Management believe that effective sales ladies have a natural flair for selling while ineffective sales ladies do not. This tied for the most important construct to sales lady effectiveness by the Top Management group. This has serious implications for the selection of sales ladies as it implies that to be effective a sales lady requires an in-born selling ability and that sales ladies can't be trained to sell. Also part of Top Management's view of an effective selling style is the sales lady's constant fight for sales. Effective sales ladies aggressively seek out sales. They do not sit back and wait for sales to come their way.

Another, slightly less important construct to sales lady effectiveness according to Top Management, is the selling technique of multiselling (Construct 42). This means that when a customer comes in to buy one item such as a dress, the effective sales lady will try to sell her other complementary items such as a jacket, hat and shoes. This construct was also significant to the Manageress group but it's relative importance to effectiveness decreases as one moves down the organisational hierarchy from Top Management to Manageress.

In the Communication category, Top Management were concerned only with the sales lady's understanding of their own communication (Construct 3) rather than how well the sales lady communicated with the customers. Again the emphasis appears to be on how much easier the sales lady makes the manager's job.

What is also important to mention in the Top Management profile of an effective sales lady is the startling lack of constructs in the two customer oriented categories: Customer Service and Customer Commitment. The Top Management group's only significant construct in these categories dealt with the issue of whether the sales lady should **approach** the customer first or wait to be approached (Construct 58). For all intents and purposes though, **these** categories were not important to the notion of sales lady effectiveness as far as the Top Management group is concerned. In particular, sales ladies were not considered more effective if they put in any extra effort to satisfy the customer (Category 4).

#### 1.1.1.2. Manageress Profile of an Effective Sales Lady

In this group the spread of constructs across the categories is far more even with Selling Style, Commitment and Personality Factors each with 15.96% of the total number of constructs. Customer Service and Customer Commitment, each with 11.70% of the constructs also have fairly even shares of the total number of constructs. What is particularly interesting about this group is the spread of significant constructs across the categories. Here there is one category that far outweighs the rest: Customer Commitment

(27.27%). Also important are Customer Service (18.18%), Commitment (15.15%) and Selling Style (15.15%). Taking the two customer related categories (Customer Commitment and Customer Service) together, this means that almost every second construct which differentiates between effective and ineffective sales ladies and which is strongly associated with effectiveness deals with some aspect of customer relations. This is extremely significant when one considers that Top Management percentages for these same groups were 0% and 4.76% respectively.

Four of the Manageress group's top 10 constructs were in the Customer Service category (Table 6). The most important of these was that the sales lady offer the customer help when she enters the store (Construct 79) i.e. before the customer asks for it. This was seen by the Manageress group as the most important construct when describing sales lady effectiveness. According to the Manageress group this offer must follow directly from the sales lady approaching and greeting the customer (Construct 29). Thus an effective sales lady approaches, greets and offers the customer help before the customer can do this first. She must also be consistently helpful to the customer (Construct 62). In order to do this, the sales lady must always be alert for the customer even if she is involved with other activities such as unpacking new stock or housing (Construct 88).

It is also important to note that almost every one in three constructs used by the Manageress group to differentiate and which are associated with effectiveness belong to Category 4 that calls for extra effort on the part of the sales lady. By referring back to the category descriptions, it will be seen that this category contains constructs which refer to more than just a customer orientation. These constructs deal with extra attention sales ladies provide to the customer. For the Manageress group, the most important constructs in this category were that the sales lady goes out of her way for the customer and phones other branches if the required item is not available in the store, and that the sales lady makes conversation with the customer in order to determine her specific needs. See Table 12. The latter two constructs were ranked 2nd and 3rd by the Manageress group. The Manageress group also felt that an effective sales lady treats the customer as though s/he is special (Construct 56). This meant more than just making the customer feel welcome. The customer must feel as though she is receiving specialised treatment from the sales lady. Another significant construct in this category was that the sales lady be honest with the customer and tell her if a garment did not suit her even if it was high fashion (Construct 22).

The other two categories that contain relatively large proportions of significant constructs are Commitment and Selling Style. The need for commitment to the job and organisation mirrors the feelings of Top Management but the importance of selling style does not. The Manageress group felt that commitment involved being interested in the work and in store

targets, putting extra effort into the job and being eager to learn (Table 16). With the highest Summary coefficient of these constructs being .77 (as compared to 1.00 for the same constructs in the Top Management list) it can be seen that although the constructs are similar to those held by Top Management in this category, they are not nearly as useful in differentiating between effective and ineffective sales lady performance.

The most important construct in the Selling Style category indicated that this group felt that an effective sales lady had an old-fashioned style of selling as opposed to believing in self-service (Construct 71). This ties in with the need to talk to the customer to determine her specific needs and then satisfy those needs. This would make the customer feel special. An ineffective sales lady according to this group, would expect the customer to find what she was looking for on her own, without help. The Manageress group, like the Top Management group, also felt that an effective sales lady has a natural selling ability (Construct 85). This was not seen as nearly as important to this group as it was to the Top Management group who said that it was the most important construct to sales lady effectiveness. However, as the two groups involved in the selection of sales ladies both feel that an effective sales lady has an in-born talent for selling this obviously affects the type of person they select. What should be questioned by the company, is how does one assess whether an applicant has this natural ability. What are the visible signs of this ability? What does this mean for training?

Both these groups also felt that it was important for a sales lady to fight for, or at least aggressively seek out, sales and not just sit back and wait for them to come her way (Manageress construct 55). The Manageress group also felt that an effective sales lady had a professional style and this meant that she remained calm when dealing with complaining customers. Ineffective sales ladies would become flustered under such pressure (Construct 69).

The most important communication skill according to the Manageress group, is the broad area of people skills (Construct 27). This meant being able to communicate effectively with all people, irrespective of their race or age (Construct 67). This group had two significant constructs in the Manageability category, the most important of which was that the sales lady use her own initiative (Construct 34). It was also felt that an effective sales lady was one who was versatile and could be moved amongst the various departments (Construct 28). Neither of these constructs were significant to the Top Management group.

An interesting point about the Manageress group, is that although 15.96% of the total number of constructs dealt with personality factors, not one of these was found to significantly differentiate or be strongly associated with effectiveness. Thus, although

personality factors were mentioned, they were not used by manageresses to differentiate between effective and ineffective sales ladies. This is particularly relevant when compared to the Top Management group where nearly a fifth of all significant constructs fell into this category.

#### 1.1.1.3. Sales Lady Profile of an Effective Sales Lady

This group also has a fairly even spread of constructs across the categories: Personality Factors (16.81%), Customer Commitment (15.04%), Manageability (15.04%) Customer Service (14.16%), and Selling Style (14.16%).

Similarly to the Manageress group, the spread of significant constructs was far less even. Here again, the most important category was that of Customer Commitment (30%) (Table 5). This category had 3 of the group's top 10 significant constructs including the overriding construct *She goes out of her way for the customer. Nothing is too much effort - Everything is an effort. She does nothing extra* (Construct 45). This construct was the most important to the Sales Lady group in terms of differentiating between effective and ineffective behaviour. For this group, 'going out of your way' for the customer meant phoning other branches for required items that weren't available in the store, making the customer feel special, and making conversation with the customer so as to get to know her (Table 12). These constructs are the same as those used by the Manageress group, but are not as important or useful to this group as they were to the Manageress group.

The next two categories in terms of proportion of significant constructs, are that of Commitment (15%) and Manageability (12.5%). There is thus a realisation that effectiveness in the sales lady job requires commitment to job, company and customer. Both previously mentioned groups have attributed importance to this category although particularly the Top Management group. However, comparing the views on Commitment across the Top Management and Sales Lady groups, the only construct they have in common is the need for the sales lady to be enthusiastic about her job (Construct 87). The emphasis in the Sales Lady group is more on the level of effort expended. According to this group, it is important for a sales lady to be hard working, serious about her job and always busy with something (Table 16). Three of the top 10 significant constructs deal with this issue. A construct that is significant to the Sales Lady group and which is not mentioned as significant to the management groups is that of the sales lady enjoying her job (Construct 91). This was ranked 4th by the Sales Lady group, and is especially relevant because the same construct was ranked by the Customer group to be the most important construct (Construct 102) to sales lady effectiveness.

Manageability is an interesting category to have so high a percentage of significant constructs for this group. However, once again, the view of what is important in terms of Manageability is different to either of the management groups. The perception is that an effective sales lady is one who is easy to work with both from management's and other sales ladies' points of view. Manageability for the Sales Lady group means being flexible and dependable and quick to learn (important from management's point of view) and being easy to work with and helping other sales ladies (from the other sales ladies' point of view) (Table 18). Of these, it is the team-working capabilities that are most important to the Sales Lady group but even these are not as useful in differentiating between effective and ineffective behaviour as the commitment constructs are.

In terms of customer service i.e. routine contact with customers, the Sales Lady group felt that the most important activities were to give help when the customer needs it (Construct 21) and to give the customer advice (Construct 800). The second of these constructs was seen to be the 10th most important to this group. In terms of Selling style they felt that it was important for the sales lady to be able to handle difficult customers in a professional manner (Construct 42). This is similar to the Manageress group. In terms of communication skills the most important construct to this group was that the sales lady have a sophisticated manner (Construct 55), but this was only the 27th most important construct to the group. Even less important, although still significant, was that the sales lady be able to communicate with customers from all races and age groups, and have good schooling.

The most important personality characteristic to this group was that the sales lady have confidence (Construct 79). This construct was ranked 5. Other characteristics of far lower importance were that she be patient and truly friendly i.e. not pretend to be friendly and thus present false friendship (Table 19). These are very different personality factors to those mentioned by Top Management, and the Manageress group had no significant constructs in this category.

#### 1.1.1.4. Customer Profile of an Effective Sales Lady

As may be expected, this group had very few or no constructs in the categories Administration, Manageability, Commitment, Selling Technique and Other. There were only four categories of any real relevance in terms of the spread of constructs. These were Customer Service (28.3%), Customer Commitment (24.53%), Personality Factors (14.15%), and Selling Style (13.21%). The percentage of significant constructs in each category is fairly similar: Customer Service and Customer Commitment both with 28.57%, and Personality Factors and Selling Style both with 15.22% of the constructs (Table 5). In other words, nearly 60% of the constructs fall into the two customer-oriented categories.

These results are not really surprising. It was not really expected that customers consider the sales ladies' administrative activities, manageability, or commitment as important to effectiveness or in differentiating between effectiveness and ineffectiveness. It is also not surprising that more than 1 in 4 of the customers' significant constructs came from the Customer Commitment category as this category includes behaviour above and beyond what is expected in terms of customer service.

The Customers' perception of what was required for effective Customer Service included that the sales lady greet the customer on entry to the store, that she remain attentive to her while dealing with her, that the help she offers be useful, and that the advice she gives be good (Table 10). However, the most important thing to the Customer group was that the sales lady at least appear to be happy to serve (Construct 66) i.e. that she looks and acts as though she enjoys what she does. This attitude was represented by 2 of the top 5 significant constructs to the Customer group when it came to sales lady effectiveness. There are some important differences between the Customer perception of Customer Service and similar constructs held by the other groups. The first is on the issue of helpfulness. The Customer group were not as concerned about whether the help was offered but whether it was in fact useful (Construct 40). And this ties in with the construct dealing with the value of advice the sales lady gives (Construct 29). To be effective the help must be useful and the advice good. Merely offering help and advice doesn't make a sales lady effective. While the Manageress and Sales Lady groups said that the sales lady should be alert for the customer and be there when the customer needed her, the Customer group was more concerned about whether the sales lady remained attentive or became distracted when dealing with the customer (Construct 28). Effective sales ladies according to the Customer group, remain attentive to the customer irrespective of how long she requires assistance.

In terms of Customer Commitment, as can be expected, 4 of the group's top 10 significant constructs fell into this category. The most important of these was the overall or general construct *She goes out of her way to help the customer. - She does her job and no more.* See Table 12. To the Customer group, this means that the sales lady is genuinely interested in her and her needs. She must spend time with the customer, getting to know her specific needs and then she must find something to satisfy those needs. That might require being in attendance in the fitting rooms to return or exchange items, checking in the back, phoning other branches, or even suggesting other stores. It also means making the customer feel welcome and special and having her best interests at heart. This last construct touches on the honesty issue. Customers feel that the sales lady must tell her if a garment does not suit her and not only try to sell what is most expensive or high fashion. Also the Customer group felt that the sales lady must tell customers about, and encourage them to come in for,

upcoming sales. The important difference between these constructs and the ones held by the other groups in the same category is that these emphasize an attitude or predisposition of genuine interest from which flows an ability to satisfy the customer's needs. It isn't enough to go through the motions according to the textbook definition of the selling process e.g. approach, greet, offer help etc.. The interest in the customer must be genuine and the help must be useful.

In terms of an effective sales lady's personality, the Customer group felt that an effective sales lady is friendly, spontaneous, bubbly and smiles a lot (Table 20). She is also approachable and patient. The Customer group stress the fact that the friendliness must be genuine. They believe that ineffective sales ladies may pretend to be friendly but this friendliness is false. This is a similar perception to that held by the Sales Lady group however, the customers do not find it as useful in differentiating between effective and ineffective sales ladies. In fact most of these characteristics, while significant, are not high in terms of their Summary coefficients and are therefore not particularly useful in their association with effectiveness or their differentiating capabilities. The most useful of these constructs to the Customer group is the approachability of the sales lady (Construct 88). How easy is she to approach for help? Does she look as if she wants to help?

Other constructs which make up the profile of an effective sales lady according to the Customer group include a good product knowledge, a natural selling ability, people skills and good schooling. However, the construct which is seen as the most important to sales lady effectiveness is that the sales lady enjoy, or at least appear to enjoy, what she is doing (Construct 102). An ineffective sales lady, according to this group, works for the money or because she has to. She does not enjoy serving and dealing with people. This relates to the Customer group belief that the sales lady must have a genuine interest in her in order to be effective. A sales lady cannot be genuinely interested in the customer, her needs and satisfying her needs unless she enjoys the job of sales lady. This belief that an effective sales lady must be a people-person, with a genuine interest in people and thus a natural ability to sell has important implications for the selection of sales ladies. These are dealt with in the next section.

## 1.2. Hypothesis 2

The conclusion for hypothesis 2 is therefore:

The constructs of the four groups are **not similar** to those elicited from the documentation concerning the sales person and her job.

By far the most important category in terms of the spread of constructs elicited from the documentation was the Administration category with 56.7% of all constructs falling into this category. This can be compared to 0%, 0%, 2.5% and 0% for the Top Management, Manageress, Sales Lady and Customer groups respectively. This category included activities required for POS and microfiche operation, stock handling, housing and security. The only overlapping construct in this entire category was the Sales Lady group construct dealing with the need for the sales lady to be alert to what was happening in the store (Construct 84). Even this construct did not make direct reference to security. Security functions are seen as key responsibilities of sales ladies in the Job Description (Appendix 5) and yet were not accorded any significance by either of the management groups. The fact that these administrative duties make up four fifths (or 36.5 out of 54 training hours) of the training and evaluation document, and yet are not seen as significant at all by any of the groups is evidence enough of the lack of similarity amongst the groups' views on sales lady effectiveness and the picture portrayed by the documentation provided by the company.

Looking at the groups separately, the highest amount of overlap was with the Sales Lady group where 6 constructs were found to be common. This represented 15.4% of the Sales Ladies' significant constructs and 20% of the documentation constructs. The least amount of similarity was between the Top Management group's significant constructs and those from the documentation. Here only 4.8% of Top Management's constructs and 3% of the documentation constructs overlapped. Thus it can be concluded that the documentation provided by the company to guide and evaluate the behaviour of sales ladies is also markedly different from the views of all of the groups.

### **1.3. Hypothesis 3**

This hypothesis was very tentatively supported i.e.:

Greater similarity in the constructs of the four groups is positively associated with store performance as measured by store sales to target.

Although there was not a higher degree of overlap in the best performing store than the worst performing store, there appeared to be greater similarity between the Sales Lady and Customer groups and between the Manageress and Sales Lady groups and the documentation in the best performing store. In other words, overall there were in fact, more overlapping constructs in the worst performing store than there were in the more effective store. But in the best performing store there was a greater degree of overlap of constructs between the sales ladies and customers, between the manageress and the documentation, and between the sales ladies and the documentation. It may be that greater similarity between these groups is what is required for greater store performance. In other words it may be that for a store to reach or exceed its targeted sales, it is necessary for the sales lady to be in tune with and think along the same lines as the customer. Also it may be necessary that the manageress and sales ladies of the store have similar views to that portrayed in the documentation for achievement of store targets. However, such conclusions can not be drawn from this research. At this stage they represent only speculation and should be seen as research problems or questions for future research. In-depth research is necessary before more conclusive relationships can be established between store performance (as given by achievement to sales target) and similarity of constructs amongst the players in retail arena. This is beyond the scope of the current research.

## **2. Discussion**

The conclusions drawn from the first two hypotheses have some serious implications for the management of sales ladies in this firm. Kelly<sup>2</sup> assumes that an individual uses his/her construct system to interpret the environment and then regulates his/her behaviour according to these interpretations<sup>3</sup>. It is the individual's constructs which govern what the individual does - how s/he behaves<sup>4</sup>. Thus the individuals in each of the groups in this study will behave in ways based on their constructions of their environment. In the domain of sales lady effectiveness, this means that the constructs that have been found to be significant are the most important ones influencing these people's behaviour in this domain. Top Management for example, will behave towards sales ladies in a way that is regulated by their constructs pertaining to sales lady effectiveness. This means that when they select, evaluate or promote a sales lady they will be basing their actions on the constructs they see as significant. As we have found in this research, these constructs are different for the four groups, and the groups' constructs are also different to those represented in the documentation from the company. Ultimately, this means that the different groups will have different expectations of the sales lady. They will expect the sales lady to perform differently to be effective. This is likely to give rise to the problems of both role ambiguity and role conflict.

Other research on retail sales people has found that because these people perform boundary spanning roles i.e. dealing with people both within the organisation and customers outside the organisation, they are likely to experience conflicting expectations<sup>5, 6, 7, 8</sup>. And where these conflicting expectations are not communicated to the sales people, this is likely to lead to role ambiguity<sup>9, 10</sup>. Role ambiguity is said to occur when the sales person is not sure what is required of them, or how they will be evaluated<sup>11, 12</sup>. As discussed in Chapter 2, role ambiguity is inversely related to sales person performance<sup>13</sup> and is a major cause of job tension and dissatisfaction<sup>14, 15</sup>. In the current study, there is not only disparity amongst the groups, but more importantly for role ambiguity, the documentation pertaining to the training for, and evaluation of the job, is also very different.

Role conflict in the retail sales job has also been found to exist in past research on retail sales people<sup>16</sup>. Role conflict is defined as "the degree to which salespeople receive incompatible demands from their role-set members that cannot be satisfied simultaneously"<sup>17</sup>. Role conflict has also been found to relate to increased job stress, anxiety and tension, a lack of interest in the job, a decline in performance and a propensity to leave<sup>18</sup>. From the findings of this research it can be seen that there is indeed a 'gap' between the views of the four groups in the domain of sales lady effectiveness. It seems that the focus of convenience, i.e. that area of sales lady effectiveness which is particularly important and where the constructs are most appropriately used, for the Top Management

group has a managerial orientation. In other words the constructs centre around making the managers job easier e.g. having potential, assisting without reward, learning quickly, and being interested and enthusiastic about store targets and turnover. This can be contrasted Customer group where the focus of convenience centres more on a customer orientation. The Manageress group on the other hand seems to reflect both these orientations and has relatively large percentages of overlapping constructs with both the Top Management and Customer groups (Table 3). The Sales Lady group's focus of convenience is also spread across these two orientations. This means that the sales lady of this firm, and possibly the Manageress (an area for future research), is experiencing incompatible demands from the other groups. She is thus likely to be experiencing role conflict.

As the constructs held by the different groups with regards to sales lady effectiveness are markedly different, and thus their expectations about what is required for effective performance are likely to be different, there is a strong chance that the sales people in this company are experiencing role conflict and ambiguity. If so, this is likely to be negatively affecting their performance as well as their satisfaction with the job. It is therefore recommended that these conflicting expectations at least be communicated to the sales ladies. This is also recommended by Dubinsky and Mattson<sup>19</sup>. It is felt that the mere identification and communication of the constructs to the different groups will be beneficial. In his 'Sociality' corollary which states that *to the extent that one person construes the construction processes of another, he may play a role in a social process involving the other person*, Kelly<sup>20</sup> argues that an understanding of another person's constructs facilitates effective understanding of, and communication and cooperation with, the other person<sup>21</sup>. Thus, if the sales lady at least knew what the other group's believed sales lady effectiveness meant, this might improve the working relationship between the sales lady and the other groups. This in itself would be beneficial to any organisation where there are groups who have to work together but who have different views of effectiveness.

In the long term some attempt should be made to reconcile the differences. This recommendation has implications for all aspects of the management of sales ladies. Starting with the documentation pertaining to the job, some attempt should be made to incorporate some of the significant constructs used by the other groups to differentiate between effective and ineffective behaviour. This is especially so for documentation used in evaluation of performance. While it is beyond the scope of this research to rewrite the evaluation document, the researcher feels that the categories of Customer Service and Customer Commitment should be incorporated. These were particularly significant to the Customer group, as well as to the Manageress and Sales Lady groups. The documentation should be comprehensive enough to assist with all personnel functions such as selection, training and evaluation.

In terms of selection, the current situation in the company is that the sales lady is recruited using word-of-mouth, walk-ins or newspaper advertisements initiated by the regional office. Initial screening takes place over the telephone at regional office. At this stage minimum standards for age, education level etc., are applied. Thereafter the manageress of the store in question is involved in checking references and the accuracy of the application form. Preliminary interviews are usually conducted by the store manageress and then short-listed applicants are interviewed by the Area manager, sometimes accompanied by the store manageress. It is the Area manager who usually makes the final selection decision. Thus the views of Top Management (i.e. the Area and Regional managers) are especially important in this part of the human resource management function. In the current study, the views of the Top Management group were the most disparate when compared to the other groups and to the documentation. The Top Management group emphasised the manageability and commitment of the sales lady. The type of sales lady they are likely to select is someone who has a 'natural selling ability'. She must be enthusiastic, eager to learn and have a high energy level. She must also communicate on the same wave-length and be prepared to take on extra responsibilities to assist management. Her personality would be described as bubbly, vibrant and outgoing. No mention is made of a customer orientation. Particularly with no documentation such a Job Specification to back up this selection, these criteria for selection seem open to subjectivity. How does one measure a 'natural selling ability', enthusiasm or a bubbly personality?

The Manageress group overlap in terms of significance of constructs with the Top Management group on a few issues namely that the sales lady approaches the customer immediately on entering the store, that she fight for sales, multisells, and has a natural ability to sell. The 'natural ability to sell' is an interesting one as it suggests the possibility that this is an inborn talent that cannot be taught. In other words, sales lades would have to be selected with such a talent rather than receive training on how to sell. Alternatively the training they receive should be structured in such a way as to direct, or 'bring to the surface' this ability. The problem with this construct is that it is very difficult to break down and describe in useful terms. Therefore one must look at what other constructs these groups see as significant. Unlike the Top Management group, the Manageress group is likely to be looking for someone who has a customer orientation. More specifically the Manageress believes that the sales lady must consistently approach and greet the customer and offer her help as soon as she enters the store. She must be able to communicate with all customers and get to know their needs, making them feel special. She should be professional in handling customer complaints. These criteria are substantially easier to assess than those used by Top Management. They correspond quite closely to the textbook description of what is required for effective performance of the sales person job as given by Bellinger and Goldstucker<sup>22</sup> in Chapter 2. As these criteria are very different to those held

by the Top Management group, one (and the company) should be asking who has the most influence on the sales lady who is actually selected. Is it the manageress who does the initial screening, or the Area manager who makes the final decision? Either way it is recommended that the process become more formalised and some form of documentation be set up to make the process less subjective. This documentation should incorporate constructs from the categories important to the groups i.e. other than constructs from the Administration category.

Once the sales lady had been employed it is then over to the manageress of the store to ensure that the new employee is inducted into the organisation and the store. At present the manageress explains the duties in the Task Analysis or Training Plan for Sales Ladies. See Appendix 6. Now, from hypothesis 2, we have concluded that the view of sales lady effectiveness held by the Manageress group is different from that portrayed in the documentation, the bulk of which comes from the Training Plan. One must therefore ask which view the manageress is actually putting across in this socialisation process. The Training Plan emphasises the administrative tasks involved in the sales ladies job (4 out of every 5 tasks deal with these tasks), however, there were no significant constructs from this category in the manageress profile of an effective sales lady. Does the relative importance placed by the manageress on these activities during induction reflect her own views on sales lady effectiveness or those of the documentation? As Kelly<sup>23</sup> states that our own constructions determine our behaviour, she must be influenced in the way she presents this training by her own constructs on sales lady effectiveness. Generally retail sales people receive very little formal training<sup>24</sup> and what they do receive focuses on handling the cash register and the various forms of payment<sup>25</sup>. This appears to be the case in this particular company too. According to an anonymous article in *Chair Store Age Executive*<sup>26</sup>, there is a need for human relations training for retail sales people. This would involve an emphasis on the significant constructs which come from the Customer Service and Customer Commitment categories of the current research. It would also be beneficial to communicate to sales ladies what a customer expects in terms of sales lady effectiveness. The Customer profile of an effective sales lady would be a good starting point for this. It should be pointed out that customers are not impressed by false, or superficial, friendliness and helpfulness. Customers require genuine interest. A training programme incorporating such constructs would help to reduce both role conflict and ambiguity.

In terms of the past research on sales person effectiveness discussed in Chapter 2, the training should focus not only on the declarative knowledge required but also on the procedural knowledge required<sup>27</sup>. From the Customer profile of an effective sales lady it can be seen that both types of knowledge are important. The sales lady must have good product knowledge and be able to satisfy the customer's product needs (Declarative

knowledge). However, a large number of the significant constructs deal with what Szymanski<sup>28</sup> calls "procedural knowledge". These deal with the selling process or the "desired action sequences"<sup>29</sup>. These include the actions of approaching the customer and offering help when she enters the store. More importantly though, this includes the sales ladies attitude towards the customer. The Customer group felt very strongly that the sales lady must look as if she enjoys what she is doing, and that she is happy to sell. She must be fully attentive to the customer i.e. give the customer her undivided attention and show a genuine interest in her. These are process or procedural knowledge requirements rather than declarative knowledge requirements. Such knowledge does not form part of the training at present but should do in the future, if the company is to become more customer oriented.

In terms of the performance evaluation function of Human Resource Management, the current situation in this company is that the manageress tracks the sales lady's performance in terms of knowledge and performance of the tasks covered in the same document used for training i.e. the Job Knowledge Assessment and Training Plan. In consultation with the store manageress, the Area manager makes promotion, transfer, salary and disciplinary decisions concerning the sales lady. Once again there are potentially three different sets of criteria being used for the evaluation of the sales lady; those of the Area manager, those of the manageress, and those in the documentation. Here the views of effectiveness are even more relevant as they will determine who is rewarded for effective performance and who is disciplined for ineffective performance. As mentioned earlier when discussing induction of new sales ladies, an effective sales lady according to the documentation is really someone who performs the administrative tasks correctly. The only other constructs required for effective performance according to the documentation deal with greeting the customer, establishing her needs, multiselling, converting cash customers into account holders, handling complaints and compiling appros. These however, were spread across the other 9 categories with the next most important category being Customer Commitment with 16.7% of the constructs. If we compare this to the profiles of the Manageress and Top Managers, there has to be conflict in terms of the criteria used to evaluate effectiveness. If the store manageress records her evaluation of performance on a continual basis, is she using her own criteria for effectiveness or those in the documentation? When the Area manager has to make a promotion or disciplinary decision is he using his own criteria, the recommendation from the manageress based on her criteria, or an evaluation based on the documentation?

The actual performance of the sales lady on the other hand, will be determined by her own constructs pertaining to sales lady effectiveness. These will have been formed as a result of her experiences and interpretation of those experiences, in the job, and should therefor be

influenced, at least to some extent, by the actions of the other parties in the retail arena i.e. the Top managers, manageress and customers with whom she deals. Thus from the profile of an effective sales lady according to the sales lady group, the most important category of constructs is Customer Commitment and this is epitomised by the construct *She goes out of her way for the customer. - She does nothing extra.* This is a similar perception to that held by the Manageress group and this may be due to a construing of the manageresses' constructs through interpretations of past experiences with the manageresses. Kelly's<sup>30</sup> has a corollary that is particularly relevant here: the 'Experience' corollary which states that *a person's construction system varies as he successively construes the replication of events.* As Bannister, puts it, "the constructions one places upon events are working hypotheses which are about to be put to the test of experience"<sup>31</sup>. In other words, through the sales ladies' experience with the manageress during selection, induction, training and past evaluations, they have been able to test out certain behaviours and see what reactions they get from the manageresses. In such a way they are likely to alter their constructions of effectiveness. This would result in the sales lady sharing common constructions of sales lady effectiveness with the manageress. However, if this were entirely true, then the sales lady constructs of effectiveness would be far more similar to those of the Manageress group, and from the analysis of hypothesis 1, it has been concluded that they aren't. The fact that this is not so, particularly in the categories of construct other than Customer Commitment, is evidence that the sales ladies are also influenced by the behaviours of others such as Top Management and Customers. For example, in the Personality category, 3 overlaps occurred between the significant constructs of Customer and Sales Lady groups i.e. there were 3 constructs which were significant to both groups. Also based on her experiences, although this time with customers, the sales lady would have altered her construction of sales lady effectiveness based on the hypotheses she will have tested on the customer, for example, what actions are most likely to get the customer to buy or to return to the store. Therefore because the Sales Lady profile is not like any of the other groups exclusively, but rather exhibits similarities with all the groups but in different categories, it can be concluded that the sales lady of this company are exposed to different expectations by the other players in the arena. And, if this is so, these sales ladies are likely to be experiencing role conflict that is spoken about earlier.

In terms of the evaluation of their performance then, it is recommended that the company's Human Resource Management department look at the significant constructs from all the groups and develop documentation which reflects the constructs that are important to effective behaviour in the sales lady job. Constructs which are strongly associated with effectiveness and which differentiate between effective and ineffective behaviour are particularly useful when developing a performance evaluation document. A major advantage of developing an appraisal document based on this type of data is that it will be

tailor-made not only for the company but for the specific region under investigation. This means that it will capture the specific nuances of the customer base, and employee profile in that region. Similar investigations could later be made in other regions to see if, and how, the documentation would have to be altered for those regions. Several researchers have successfully used such an approach, called the 'blueprint approach' to develop performance appraisals specifically for individual companies<sup>32, 33, 34, 35</sup>. Such performance appraisals do not suffer the problems inherent in off-the-shelf or bought in instruments<sup>36</sup>.

Dubinsky and Hartley say that because of the multifaceted nature of the retail sales person job, dimensions such as selling ability, oral and written communication skills, interpersonal skills and degree of customer orientation should be included in performance evaluation instruments<sup>37</sup>. The current research supports this recommendation. Administrative skills which currently make up the bulk of all documentation pertaining to the sales lady job, are not sufficient nor are they seen as particularly relevant to sales lady effectiveness by any of the groups using them. A document used to guide and evaluate sales lady performance must refer to the knowledge and process requirements of dealing with customers, and this must not only include routine behaviours but also what has been termed 'going the extra mile for the customer'. Significant constructs from categories such as Customer Service, Customer Commitment and Selling style should be considered. Also, as long as Top Management are involved in the management of sales ladies, then the categories of Commitment to the Organisation and Manageability should also be considered.

Referring to the final hypothesis, Kelly<sup>38</sup> has a corollary that is of particular relevance here. That is the 'Commonality' corollary which states that *to the extent that one person employs a construction of experience which is similar to that employed by another, his processes are psychologically similar to those of the other person and thus s/he will behave in a similar manner when faced with the same events*<sup>39</sup>. Thus where the manageress, sales ladies and customers of a particular store have the same constructs of effectiveness of a sales lady they are likely to behave in a similar manner in terms of this effectiveness. Thus the manageress is likely to use the same criteria for selection as the sales lady does in determining her own behaviour. And the customer, when dealing with the sales lady's performance will use the same criteria to evaluate her satisfaction with that performance.

However whether such similarity in constructions of sales lady effectiveness is associated with higher performance of the store as measured by a higher achievement of sales targets, is still open to debate and requires further, more in-depth research. The findings of this research suggest that there is a possibility that congruency amongst certain of the groups may be necessary. For example, in the better performing store in this research, there was greater similarity amongst the Sales Lady and Customer groups than there was in the worst

performing store even though the overall amount of overlap was lower. This may suggest that congruency between management and sales lady groups is not as important as congruency between Customer and Sales Lady groups. However, this is pure speculation and should only be treated as research questions for future research. The topic requires a great deal of research which would be very interesting at a later date. For the purposes of the current research however, it cannot be concluded that there is a relationship between greater congruency in the groups, and greater store performance.

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## CHAPTER 7

### LIMITATIONS

There are several limitations to this study that concern the samples. The first is a potential limitation with the sampling in this research that is a problem inherent in all research using the Repertory Grid on a sample of the population. Personal Construct Theory maintains that each mental map or construction is unique to the individual. If this is so, then one might ask how the researcher can be sure that the constructs represented by the questionnaire items are representative of those held by the broader population. In the Stewart research the sample size is 20 and there is no mention of the representativeness of this sample. In research by Polovin, it was found that 23 interviews were sufficient to capture the majority of constructs in the domain of interest. In other words, additional interviews did not elicit significantly more constructs. In the current research only the Top Management and Manageress groups had sample sizes smaller than 23 and in both these cases the sample actually was the population i.e. the entire population was interviewed. Therefor the author is confident that the items in the questionnaire were representative of the constructs pertaining to sales lady effectiveness for the groups.

Where a problem may have occurred was with the Customer sample due to the restriction to 'active credit customers'. As mentioned in the methodology, the customers had to purchase using a company credit card and they had to have used their card in the previous 12 month period i.e. be active. This restriction was placed on the sample because the questionnaires and interviews were long and time consuming, and therefor had to take place at the customer's home or somewhere where s/he could be detained for at least 45 minutes. As information on the credit customers' telephone numbers and addresses could be accessed from the company records, these customers could be randomly contacted and interviews set up, or questionnaires sent to them. A more representative sample would have included cash customers, but these would have had to have been approached when they entered the store to shop as no information was available from the company on them. The researcher doubted that these customers would have had the time required for the interview or for completion of the questionnaire, and thus the sample was restricted to active credit customers. This does however remain a potential limitation.

Restricting the sample to active credit customers also raises the question of whether active customers have different views to non-active customers. One would presume that active customers are satisfied with the service they receive from the sales people of this particular company. This potential problem was overcome to an extent, by the researcher, in that customers in the interviews and questionnaires were not restricted to thinking about sales

people from this particular company. In other words, when asked to describe an ineffective sales person, the customer is told that it could be any sales person, i.e. from any store or company. Thus just because these customers might have been happy with the service they received from the sales people of this company doesn't mean that their views on sales person effectiveness in general were affected. Despite this, the question should be raised: Are these customers different in terms of their views on sales lady effectiveness from non-active credit customers or cash customers? How representative is this sample? The reader is therefore cautioned that the Customer views mentioned in this study are only those held by active credit customers and should not be generalised to the entire customer base without validation studies.

Another limitation with the data from the Customer sample is the low response rate. With the other three groups (Top management, store manageresses and sales ladies) the company informed their employees that the research was being conducted and that they should participate and cooperate. Thus interviews could be conducted during working hours and the company ensured that all, or at least most, questionnaires were completed and returned. However, with the Customer group the questionnaires were posted to active credit customers whose names were available on the company database. The customers in the sample were randomly selected from this database. Often the details on these customers were not up-to-date. However, even more problematic was that many customers did not respond to the questionnaire. The response rates were 37.5% for the Effective questionnaire and 24.5% for the Ineffective questionnaire. The questionnaires contained many constructs and were therefore long. This is likely to have reduced the response rate. Also, although an incentive lucky draw prize was offered, this was small and therefore obviously not enough incentive to ensure a good response rate. This introduces a further problem with the representativeness of this sample. Future studies focusing on the Customer group would have to make some attempt to obtain a more representative sample.

A final limitation of the study is in terms of the third hypothesis i.e. whether congruency of constructs is associated with higher store performance. There are several reasons why more finite conclusions could not be drawn here. The first is that the only measure of store performance used by Top Management was percentage sales to target and it is debatable whether this is an appropriate or sufficient measure of store performance. Ideally one would like to take several different measures of store effectiveness and see whether correlations exist between these and the construct mixes for the stores. Secondly, if one assumes that percentages sales to target is sufficient as a measure of store performance, then this researcher feels that this should at least be studied over a period of time. In other words, the researcher feels that to test this third hypothesis properly, a longitudinal study would be required. This is because there are so many other variables that may have

intervened. For example, the store sizes, locations and ages could have been a greater influence on sales to target than the mix of constructs. Also the economic climate of the time may have played a role. To draw any real conclusions it would have been necessary to track the store performance over time and see whether a store that consistently performs better has a working team that share similar views amongst themselves and with their customers on sales lady effectiveness. It also would have been useful to see whether similarity amongst the groups on factors such as age, race and language preference is associated with similarity in constructs in the domain of sales lady effectiveness. Such analyses were however, beyond the scope of the current study. They do however, pose interesting research questions for future research projects.

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## Appendix 1

### QUESTIONNAIRE FOR TOP MANAGERS

#### **Introduction**

This appendix contains the questionnaire which was presented to the Top Management group. The same questionnaire was presented to them on two separate occasions; the first time they were asked to describe the **most effective** sales lady they knew ( as can be seen from the Instructions section below), and the second time the **least effective** sales lady they knew. In the second case the cover page was changed to reflect this alteration in the instructions. In each case the example was given on the front page and then respondents completed the questionnaire and returned it to the regional office where it was collected by the researcher. The font size of the appendix is smaller than the original questionnaire in an attempt to condense the appendices of this document.

University of Cape Town

# QUESTIONNAIRE FOR TOP MANAGERS

## THIS QUESTIONNAIRE IS CONFIDENTIAL

### Instructions for completion of the questionnaire

1. Think of the most effective sales lady you know. In other words think of the best sales lady with whom you have worked or dealt. Remember that she is a real person with good and bad points.
2. Describe this person when filling out the questionnaire.
3. Example:  
For each item in the questionnaire, decide whether the person you have in mind is more like the left or right hand descriptions, and how accurately the description fits her.

For example:

She is friendly. 

1	2	3	4	5
---	---	---	---	---

 She is unfriendly.

If the sales lady is always friendly, put a cross on the **1**, the number closest to the left hand description "She is friendly." i.e.

She is friendly. 

1	2	3	4	5
---	---	---	---	---

 She is unfriendly.

If she is always unfriendly, put a cross on the **5**, the number closest to the right hand description " She is unfriendly." i.e.

She is friendly. 

1	2	3	4	5
---	---	---	---	---

 She is unfriendly.

If she is not always friendly, but is more friendly than unfriendly, then put a cross on the **2**. And if she is not always unfriendly, but is more unfriendly than friendly then put a cross on the **4**. If she is equally friendly and unfriendly, then put a cross on the centre point **3**.

**REMEMBER THAT YOU ARE THINKING OF A REAL PERSON NOT THE PERFECT SALES LADY** (It may help to write her name at the top of each page.)

**Please answer all questions.** If you feel that you have not seen the sales lady in the situation in the question, then answer the question based on **what you think** she would be like in that situation. It is your opinion that is important. There are no right or wrong answers to this questionnaire but it is very, very important for you to answer all the questions.

## REMEMBER THAT SHE IS A REAL PERSON

- |   |           |  |
|---|-----------|--|
| 1. She is pleasant to work with.  | 1 2 3 4 5 | She is unpleasant to work with.  |
| 2. She is not intelligent.  | 1 2 3 4 5 | She is intelligent.  |
| 3. She understands your verbal and non-verbal communication. She is on the same "wave-length" as you.                                   | 1 2 3 4 5 | She does not communicate on the same "wave-length" as you. She is difficult to communicate with. |
| 4. She will do other jobs in the store such as tidying up or working at the till if need be.  | 1 2 3 4 5 | She is unwilling to do anything other than selling. She believes it is not her job.              |
| 5. She will assist management without expecting extra reward.   | 1 2 3 4 5 | She will only do extra duties if she will receive some form of reward for it.                    |
| 6. She is ambitious and career oriented.  | 1 2 3 4 5 | She is happy to stay as a sales lady.  |
| 7. Her sales figures are poor.  | 1 2 3 4 5 | Her sales figures are good.  |
| 8. She dresses inappropriately.   | 1 2 3 4 5 | She dresses appropriately.   |
| 9. She will "bend over backwards" to please.  | 1 2 3 4 5 | She does only the bare minimum.  |
| 10. She has a good knowledge of the merchandise.  | 1 2 3 4 5 | Her knowledge of the merchandise is poor.  |
| 11. She is sullen.  | 1 2 3 4 5 | She is bubbly.   |
| 12. She has a professional approach.  | 1 2 3 4 5 | Her approach is unprofessional.  |
| 13. She lacks energy and drive.   | 1 2 3 4 5 | She has a high energy level.   |
| 14. She is versatile - "a jack of all trades".  | 1 2 3 4 5 | She can only handle one task.  |
| 15. She does what she is told to do and no more.  | 1 2 3 4 5 | She uses her own initiative.   |
| 16. She is good with administration.  | 1 2 3 4 5 | She is poor with administrative tasks.   |
| 17. She is interested in the turnover of the branch and company. In other words, she shows an interest in whether targets are met etc.. | 1 2 3 4 5 | She is not interested in how well the branch or company is doing.                                |
| 18. She is experienced as a sales lady.   | 1 2 3 4 5 | She is inexperienced.  |
| 19. She will phone customers to encourage them to come into the store.  | 1 2 3 4 5 | She will not phone customers to encourage them to come into the store.                           |
| 20. She lacks "people skills". In other words, she does not have the skills necessary to deal well with people.                         | 1 2 3 4 5 | She has "people skills". She deals well with people.   |

## REMEMBER THAT SHE IS A REAL PERSON

- |   |  |  |
|---|--|--|
| 21. She is a moody person.  | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She is a consistent person. Her moods do not change.               |
| 22. She has a rough manner.   | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She has a polished manner.   |
| 23. She knows what to say at the right time.  | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She lacks tact.  |
| 24. She is promotable. She has the potential for a higher position.                                       | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She does not have potential for promotion.                         |
| 25. She is not prepared to work overtime.   | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She is prepared to work overtime.                                  |
| 26. She is loyal to her supervisor and company. She makes an effort to do well for them.                  | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She has a "care-less" attitude towards her supervisor and company. |
| 27. She dresses vibrantly.  | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Her dress is unexciting.   |
| 28. She has good customer relations.  | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She does not "click" with the customers.                           |
| 29. She is open and outgoing.   | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She is reserved and withdrawn.                                     |
| 30. She is strong-minded.   | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She is a follower. She will not enforce her will.                  |
| 31. She lacks ability and is therefore not trainable.   | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She has potential and is therefore trainable.                      |
| 32. She gets involved e.g. in store promotions.   | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She is not interested.   |
| 33. She has developed and grown since she started in the job.   | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She has not grown at all since she started in the job.             |
| 34. She has been with the company a long time.  | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She has been with the company for a short time.                    |
| 35. She understands the customer base. She knows what kind of people they are, and what their tastes are. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She does not understand the customer base.                         |
| 36. She is dull and uninteresting.  | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She is vibrant and spirited.                                       |
| 37. She is trustworthy.   | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She is suspicious.   |
| 38. She is lazy.  | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She is hardworking.  |
| 39. She is well-groomed and presentable.  | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She looks sloppy.  |
| 40. She is confident and self-assured.  | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She lacks self-confidence.   |
| 41. She can manage extra duties above her level.  | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She is out of her depth if she takes on duties above her level.    |

## REMEMBER THAT SHE IS A REAL PERSON

- |   |  |   |   |   |   |   |   |
|---|--|---|---|---|---|---|---|
| 42. She sells multiple items. e.g. if the customer comes in to buy a dress, she will try to sell her a jacket and hat to match. | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is content to sell only one item.                 |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 43. She is difficult to motivate.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is easy to motivate.                              |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 44. She has no sense of urgency. She takes her time.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She realises the urgency.                             |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 45. She fights for sales.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is happy to wait for sales to come her way.       |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 46. She learns quickly.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is slow to learn.                                 |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 47. She is enthusiastic about her job.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is not really interested in her job.              |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 48. She has a natural personality for selling.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not have a natural ability to sell.          |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 49. She can be given more responsibility.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She cannot be given more responsibility.              |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 50. She is assertive. She has an aggressive way of selling.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She has a relaxed way of selling                      |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 51. She is friendly.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is unfriendly.                                    |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 52. She is unreliable as her attendance at work is irregular.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | Her attendance at work is regular.                    |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 53. She smiles.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is stern.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 54. She shows an interest by asking questions and offering suggestions.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She just stands and watches.                          |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 55. She is eager to learn new things.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is not interested in learning new things.         |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 56. She works because she has to.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She works because she enjoys it.                      |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 57. She takes criticism well.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She gets defensive and makes excuses when criticised. |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 58. She approaches the customer.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She expects the customer to approach her.             |
| 1   | 2  | 3 | 4 | 5 |   |   |   |

How old, in years, would you say your sales lady is?

15 - 24	25 - 34	35 - 44	45 - 54	55 - 64	more than 65
---------	---------	---------	---------	---------	--------------

What race group does she belong to?

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How long do you think she has been a sales lady? (in years or months)

---

The following questions refer to yourself. These questions are important for the classification of the sample and analysis of the data. Your name is required only to keep track of who has returned their questionnaires. Confidentiality is guaranteed.

Name:

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Position:

---

Age:

---

Highest Education Level:

---

Home Language:

---

Residential Suburb:

---

Household Income: (R's per year)

< 10 000	10 000 - 19 000
20 000 - 29 000	30 000 - 39 000
40 000 - 49 000	50 000 - 59 000
60 000 - 69 000	70 000 - 79 000
80 000 - 89 000	90 000 - 99 000
> 100 000	

How long have you been in your position?

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## Appendix 2

### QUESTIONNAIRE FOR MANAGERESSES

#### **Introduction**

This appendix contains the questionnaire which was presented to the Manageress group. The same questionnaire was presented to them on two separate occasions; the first time they were asked to describe the **most effective** sales lady they knew ( as can be seen from the Instructions section below), and the second time the **least effective** sales lady they knew. In the second case the cover page was changed to reflect this alteration in the instructions. In each case the example was given on the front page and then respondents completed the questionnaire and returned it to the regional office where it was collected by the researcher. The font size of the appendix is smaller than the original questionnaire in an attempt to condense the appendices of this document.

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# QUESTIONNAIRE FOR MANAGERESSES

## THIS QUESTIONNAIRE IS CONFIDENTIAL

### Instructions for completion of the questionnaire

1. Think of the most effective sales lady you know. In other words think of the best sales lady with whom you have worked or dealt. Remember that she is a real person with good and bad points.
2. Describe this person when filling out the questionnaire.
3. Example:  
For each item in the questionnaire, decide whether the person you have in mind is more like the left or right hand descriptions, and how accurately the description fits her.

For example:

She is friendly. 

1	2	3	4	5
---	---	---	---	---

 She is unfriendly.

If the sales lady is always friendly, put a cross on the **1**, the number closest to the left hand description "She is friendly." i.e.

She is friendly. 

1	2	3	4	5
---	---	---	---	---

 She is unfriendly.

If she is always unfriendly, put a cross on the **5**, the number closest to the right hand description " She is unfriendly." i.e.

She is friendly. 

1	2	3	4	5
---	---	---	---	---

 She is unfriendly.

If she is not always friendly, but is more friendly than unfriendly, then put a cross on the **2**. And if she is not always unfriendly, but is more unfriendly than friendly then put a cross on the **4**. If she is equally friendly and unfriendly, then put a cross on the centre point **3**.

**REMEMBER THAT YOU ARE THINKING OF A REAL PERSON NOT THE PERFECT SALES LADY** (It may help to write her name at the top of each page.)

**Please answer all questions.** If you feel that you have not seen the sales lady in the situation in the question, then answer the question based on what you think she would be like in that situation. It is your opinion that is important. There are no right or wrong answers to this questionnaire but it is very, very important for you to answer all the questions.

## REMEMBER THAT SHE IS A REAL PERSON

- |   |  |   |
|---|--|---|
| 1. The number of sales she makes is most important to her.                              | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Getting a sale is not the most important thing to her.  |
| 2. She always gets the customer to buy.   | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She will let the customer leave without buying. The customer determines whether there is a sale or not. |
| 3. She is clearly disinterested in the customer.  | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She shows an interest in the customer e.g. she listens to the customer's stories.                       |
| 4. She will put extra effort into her work.   | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She only does her job, no more.   |
| 5. She can turn a cash sale into an account.  | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She will not try to get the customer to open an account.  |
| 6. She prefers doing "housing" to serving customers.                                    | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She prefers to be dealing with customers.   |
| 7. She works best on her own.   | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She works best in a team.   |
| 8. She is polite to the customer - says "please", "thank you" etc..                     | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She forgets the little things like saying "thank you" etc..   |
| 9. She is rude.   | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She is pleasant.  |
| 10. She is moody i.e. her mood changes.   | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Her mood is constant.   |
| 11. She knows what is in stock and where it is stored.                                  | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She does not know her stock.  |
| 12. She finds excuses not to work.  | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Her attendance at work is regular.  |
| 13. She is easy to motivate.  | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She is difficult to motivate.   |
| 14. She talks about other sales ladies and customers behind their backs.                | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She does not talk about other people behind their backs.  |
| 15. She is well dressed.  | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She is untidy in her dress.   |
| 16. She is security aware, i.e. she is aware of all customers in the store.             | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She is not aware of customers other than the one she is serving.  |
| 17. When she does housing or works on her department, she tends to forget the customer. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | She is always alert for the customer.   |
| 18. She keeps her department neat and tidy.   | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Her department is often untidy.   |
| 19. Her sales figures are good.   | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Her sales figures are poor.   |
| 20. Her friendliness seems false.   | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Her friendliness seems true or genuine.   |

## REMEMBER THAT SHE IS A REAL PERSON

- |  |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|
| 21. She has ambition. She wants to do well at her job so as to progress. | <table border="1" style="border-collapse: collapse; width: 100%; height: 15px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is happy to stay as a saleslady.                                  |
| 1  | 2   | 3 | 4 | 5 |   |   |   |
| 22. She sells what looks good on the customer.                           | <table border="1" style="border-collapse: collapse; width: 100%; height: 15px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She sells fashion irrespective of what it looks like on the customer. |
| 1  | 2   | 3 | 4 | 5 |   |   |   |
| 23. She smiles and jokes.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 15px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is a serious person.  |
| 1  | 2   | 3 | 4 | 5 |   |   |   |
| 24. She stands around talking to her colleagues.                         | <table border="1" style="border-collapse: collapse; width: 100%; height: 15px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is always active in the store.                                    |
| 1  | 2   | 3 | 4 | 5 |   |   |   |
| 25. She argues with the customer.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 15px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She listens to the customer and does not argue with her.              |
| 1  | 2   | 3 | 4 | 5 |   |   |   |
| 26. She is punctual.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 15px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is not punctual.  |
| 1  | 2   | 3 | 4 | 5 |   |   |   |
| 27. She is a "people-person".  | <table border="1" style="border-collapse: collapse; width: 100%; height: 15px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not have "people" skills.                                    |
| 1  | 2   | 3 | 4 | 5 |   |   |   |
| 28. She can be used in any department.                                   | <table border="1" style="border-collapse: collapse; width: 100%; height: 15px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She can only work in one department.                                  |
| 1  | 2   | 3 | 4 | 5 |   |   |   |
| 29. She waits for the customer to approach and greet her first.          | <table border="1" style="border-collapse: collapse; width: 100%; height: 15px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She approaches and greets the customer first.                         |
| 1  | 2   | 3 | 4 | 5 |   |   |   |
| 30. She is highly motivated.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 15px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is not motivated.   |
| 1  | 2   | 3 | 4 | 5 |   |   |   |
| 31. She is outgoing or extrovert.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 15px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is quiet and softly spoken.                                       |
| 1  | 2   | 3 | 4 | 5 |   |   |   |
| 32. She can sell to any customer.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 15px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is not good with all customers.                                   |
| 1  | 2   | 3 | 4 | 5 |   |   |   |
| 33. She has a flair for mixing and matching garments.                    | <table border="1" style="border-collapse: collapse; width: 100%; height: 15px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not have a flair for mixing and matching garments.           |
| 1  | 2   | 3 | 4 | 5 |   |   |   |
| 34. She has to be told what to do.                                       | <table border="1" style="border-collapse: collapse; width: 100%; height: 15px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She uses her own initiative.  |
| 1  | 2   | 3 | 4 | 5 |   |   |   |

Is (or was) there a public address system in the store where she works? YES NO  
 Only answer question 35 if the answer is YES.

- |   |   |   |   |   |   |   |  |
|---|---|---|---|---|---|---|--|
| 35. She uses the public address system to attract customers into the store. | <table border="1" style="border-collapse: collapse; width: 100%; height: 15px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not use the public address system.  |
| 1   | 2   | 3 | 4 | 5 |   |   |  |
| 36. She is pushy with the customer.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 15px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is not pushy with the customer. She has a relaxed and easy way of dealing with the customer. |
| 1   | 2   | 3 | 4 | 5 |   |   |  |
| 37. She can be given anything to do and she will not grumble.               | <table border="1" style="border-collapse: collapse; width: 100%; height: 15px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | If she is given other tasks to do she will say "It is not my job."                               |
| 1   | 2   | 3 | 4 | 5 |   |   |  |
| 38. She lacks confidence.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 15px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is confident.  |
| 1   | 2   | 3 | 4 | 5 |   |   |  |
| 39. She looks happy in her job.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 15px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She looks unhappy in her job.  |
| 1   | 2   | 3 | 4 | 5 |   |   |  |
| 40. She can handle some managerial duties and responsibilities.             | <table border="1" style="border-collapse: collapse; width: 100%; height: 15px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She cannot handle duties and responsibilities above her current position.                        |
| 1   | 2   | 3 | 4 | 5 |   |   |  |

## REMEMBER THAT SHE IS A REAL PERSON

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|---|--|---|---|---|---|---|---|
| 41. She works because she has to.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She works because she enjoys it.  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 42. She is experienced at being a sales lady.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is inexperienced at her job.  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 43. She is a serious person.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She has a bubbly personality.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 44. Customers do not ask for her.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | Customer ask for her.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 45. She goes out of her way for the customer.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She will not do anything extra for the customer.  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 46. She communicates easily.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is withdrawn and does not communicate easily.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 47. She goes out and fetches business.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She would rather hide behind the clothes rails.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 48. She is fast or quick in what she does.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is slow in what she does.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 49. She owns up when she makes mistakes.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She keeps quiet when she makes mistakes.  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 50. She gets a long face if asked to work after hours or during lunch.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She willingly works after hours or during lunch.  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 51. She tries to sell multiple items e.g. if the customer comes in to buy a dress, she will also try to sell her shoes, handbag etc..           | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She sells only the item the customer wants.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 52. She speaks well.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is rude.  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 53. She is unfriendly.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is friendly.  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 54. She is honest when it comes to money and stock.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is dishonest with regards money and stock.  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 55. She is hungry for sales.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is happy with sales that just come her way.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 56. She makes the customer feel special.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not give the customer special treatment.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 57. She will fill a "sanction" even if it means overselling.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She will not try to fill a "sanction".  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 58. She chats to the customer i.e. makes conversation.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She only greets the customer.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 59. She is lazy.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is hardworking.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 60. If the item the customer is looking for is not in the sales lady's department, she will take the customer to another department to find it. | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | If the required item is not in the sales lady's department, she will point the customer in the direction of the other department. |
| 1   | 2  | 3 | 4 | 5 |   |   |   |

## REMEMBER THAT SHE IS A REAL PERSON

- |  |  |   |   |   |   |   |   |
|--|--|---|---|---|---|---|---|
| 61. She gets impatient with some customers.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is patient with all customers.  |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 62. She is always helpful.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is only helpful if she thinks it is going to be a big sale.   |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 63. She shies away when faced with a problem.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is not afraid of a problem.   |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 64. She gets angry with complaining customers.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She keeps calm with complaining customers.  |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 65. She can judge whether a customer is one who will want attention immediately or will want to be left alone to look. | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She uses the same approach with all customers.  |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 66. She is interested in Company X, it's turnover etc..  | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is not interested in Company X.   |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 67. She can communicate with all types of customer e.g. different ages and races.                                      | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She cannot communicate with all kinds of customer.  |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 68. She is eager to learn more. She asks questions.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is not interested in learning more.   |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 69. She can handle pressure. She remains calm e.g. with difficult customers.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She gets flustered under pressure.  |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 70. She is interested in store targets.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is not interested in store targets.   |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 71. She has an old-fashioned way of selling - she gives her full attention to the customer.                            | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She believes in self-service. She goes for fast sales without much attention to the customer.   |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 72. She tells the customer if the garment does not suit her.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She will not tell the customer if the garment does not suit her.  |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 73. She is customer oriented.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is sales oriented.  |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 74. If the item the customer requests is not in the store, she suggests something else.                                | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | If the required item is not in the store, she says "It is not available", and does not try to find something else to suit the customer. |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 75. She is of the opinion that she is doing the customer a favour.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She makes the customer feel appreciated for shopping at the store.  |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 76. She ignores or pretends not to see the customer.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 1.2em;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is alert for the customer and attends to her as soon as she enters the store.   |
| 1  | 2  | 3 | 4 | 5 |   |   |   |

## REMEMBER THAT SHE IS A REAL PERSON

- |   |  |   |   |   |   |   |   |
|---|--|---|---|---|---|---|---|
| 77. If the item the customer requests is not in the store, she offers to phone other branches to try and find it. | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | If the requested item is not in the store, she says "It is not available." and does not attempt to find it at other branches. |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 78. She greets the customer.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not greet the customer.  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 79. She offers the customer help.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She expects the customer to ask for help.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 80. She finds out what the customers needs are before showing her items in the store.                             | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not find out what it is the customer is looking for.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 81. She sells down i.e. she tries to sell the customer the most expensive items first.                            | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She sells up i.e. she tries to sell the cheapest items first.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 82. She can convince a customer who has come to pay her account, to buy.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She cannot convince a customer who has come in just to pay her account, to buy.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 83. She is always aware of other people's feelings.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is inconsiderate and does not take into consideration other people's feelings.  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 84. She is shy.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is spontaneous and open.  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 85. She has a natural ability to sell.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She lacks the natural ability to sell.  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 86. She has only been with the company a short time.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She has been with the company a long time.  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 87. She grumbles if she has to unpack new stock.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She unpacks new stock willingly.  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 88. When she is working on her department she forgets the customer.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | Even when working on her department, she is alert for the customer.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 89. She is interested in her work.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is disinterested in her work.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 90. She works consistently well.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She often needs reminding.  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 91. She gets bored with repetitive tasks.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not get bored with repetitive tasks.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 92. She has a good product knowledge i.e. about the garment she is selling e.g. fabric, washability, origin etc.. | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | Her product knowledge is poor.  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 93. She is loud.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is soft spoken.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 94. She helps other sales ladies in the store.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She works only for herself.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |

How old would you say your sales lady is?

15 - 24	25 - 34	35 - 44	45 - 54	55 - 64	more than 65
---------	---------	---------	---------	---------	--------------

What race group does your sales lady come from?

---

How long has she been a sales lady? (in years or months)

---

The following questions refer to yourself. These questions are important for the classification of the sample and analysis of the data. Your name is required only to keep track of who has returned their questionnaires.

Confidentiality is guaranteed.

Name:

---

Store:

---

Age:

---

Highest Education Level:

---

Home Language:

---

Residential Suburb:

---

Household Income: (R's per year)

< 10 000	10 000 - 19 000
20 000 - 29 000	30 000 - 39 000
40 000 - 49 000	50 000 - 59 000
60 000 - 69 000	70 000 - 79 000
80 000 - 89 000	90 000 - 99 000
> 100 000	

How long have you been a manageress?

---

Were you a sales lady before you became a manageress?

---

If yes, for how long?

---

University of Cape Town

## Appendix 3

### QUESTIONNAIRE FOR SALES LADIES

#### **Introduction**

This appendix contains the questionnaire which was presented to the Sales Lady group. The same questionnaire was presented to them on two separate occasions; the first time they were asked to describe the **most effective** sales lady they knew ( as can be seen from the Instructions section below), and the second time the **least effective** sales lady they knew. In the second case the cover page was changed to reflect this alteration in the instructions. In each case the example was given on the front page and then respondents completed the questionnaire and returned it to the regional office where it was collected by the researcher. The font size of the appendix is smaller than the original questionnaire in an attempt to condense the appendices of this document.

University of Cape Town

# QUESTIONNAIRE FOR SALES LADIES

## THIS QUESTIONNAIRE IS CONFIDENTIAL

### Instructions for completion of the questionnaire

1. Think of the most effective sales lady you know. In other words think of the best sales lady with whom you have worked or dealt. Remember that she is a real person with good and bad points.
2. Describe this person when filling out the questionnaire.
3. Example:  
For each item in the questionnaire, decide whether the person you have in mind is more like the left or right hand descriptions, and how accurately the description fits her.

For example:

She is friendly. 

1	2	3	4	5
---	---	---	---	---

 She is unfriendly.

If the sales lady is always friendly, put a cross on the 1, the number closest to the left hand description "She is friendly." i.e.

She is friendly. 

1	2	3	4	5
---	---	---	---	---

 She is unfriendly.

If she is always unfriendly, put a cross on the 5, the number closest to the right hand description " She is unfriendly." i.e.

She is friendly. 

1	2	3	4	5
---	---	---	---	---

 She is unfriendly.

If she is not always friendly, but is more friendly than unfriendly, then put a cross on the 2. And if she is not always unfriendly, but is more unfriendly than friendly then put a cross on the 4. If she is equally friendly and unfriendly, then put a cross on the centre point 3.

**REMEMBER THAT YOU ARE THINKING OF A REAL PERSON NOT THE PERFECT SALES LADY** (It may help to write her name at the top of each page.)

**Please answer all questions.** If you feel that you have not seen the sales lady in the situation in the question, then answer the question based on **what you think** she would be like in that situation. It is your opinion that is important. There are no right or wrong answers to this questionnaire but it is very, very important for you to answer all the questions.

## REMEMBER THAT SHE IS A REAL PERSON

- |   |  |   |   |   |   |   |  |
|---|--|---|---|---|---|---|--|
| 1. She leaves the customer to look for clothes on her own, but is there if the customer needs help.     | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She stays with the customer showing her different garments.                                      |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 2. She treats the customer the way she herself would like to be treated i.e. nicely                     | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not treat the customer nicely   |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 3. She knows her customers well e.g. what styles they like.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not know her customers well.  |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 4. She is caring and kind to the other sales ladies.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is selfish and abrupt with the other sales ladies.   |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 5. She is unfriendly.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is friendly.   |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 6. She "steals" sales from the other sales ladies.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She never fights with other sales ladies for sales.  |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 7. She knows the stock in the store.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not know her stock.   |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 8. There is usually friction when she is around.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She creates a happy and friendly atmosphere.   |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 9. She phones a customer as soon as an ordered item arrives   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not phone the customer, but waits for her to come into the store.                       |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 10. She tries to get the customer to buy to her credit limit.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is unconcerned with the customer's credit limit.   |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 11. She dresses the customer i.e. she sells the customer an entire outfit (dress, shoes, bag etc.).     | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She lets the customer leave with only one item or with the items she came into the store to buy. |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 12. She has to be told what to do.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She uses her own initiative.   |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 13. If the customer brings something back, she makes the customer feel bad e.g. she sighs, is rude etc. | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | If the customer brings something back, she is polite.  |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 14. When working on her department, she forgets or ignores the customer.                                | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | If she is working on her department, she will leave it to attend to a customer.                  |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 15. She is dependable and responsible.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is not dependable and is irresponsible.  |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 16. She is a smoker.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not smoke.  |
| 1   | 2  | 3 | 4 | 5 |   |   |  |

## REMEMBER THAT SHE IS A REAL PERSON

- |  |  |   |   |   |   |   |   |
|--|--|---|---|---|---|---|---|
| 17. She lets personal dislikes interfere with her work.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not let her personal dislike of other sales ladies interfere with her work.                    |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 18. She is easy to work with.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is difficult to work with.  |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 19. She tells a customer if a garment does not suit her.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is more interested in making the sale. She will not tell a customer if a garment does not suit her. |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 20. She learns new things quickly.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is slow to learn.   |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 21. She is helpful to the customer.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She ignores the customer.   |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 22. She is patient with the customer no matter how long she takes.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She gets impatient with the customers when they take a long time.                                       |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 23. She is easy to communicate with.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is difficult to communicate with.   |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 24. She takes praise for herself.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She shares praise.  |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 25. She is not interested in housing.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is good at housing.   |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 26. She is jovial i.e. she laughs and jokes.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is a serious person. She does not laugh and joke.   |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 27. Customers ask for her.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | Customers do not ask for her.   |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 28. She is serious about her work e.g. she sets targets for herself.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is not serious about her work.  |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 29. She knows how to handle customers i.e. what to do and say.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is aloof with the customers.  |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 30. She is eager to learn new things.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does things her way. She does not want to learn new ways.   |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 31. She is pushy. She does not let the customer leave without buying.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is not pushy. She will let the customer leave without buying.                                       |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 32. She is a happy person.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is an unhappy person.   |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 33. If the requested item is not available at her branch, she will phone other branches to try to get what the customer wants. | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | If the requested item is not available at her branch, she will say "Sorry we have not got it".          |
| 1  | 2  | 3 | 4 | 5 |   |   |   |

## REMEMBER THAT SHE IS A REAL PERSON

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|---|--|---|---|---|---|---|---|
| 34. She treats all customers equally.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She has her favourites and will avoid other customers.  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 35. She is well mannered.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is rude.  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 36. Customers and sales ladies feel they can confide in her and tell her their problems.                                  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She cannot be trusted to keep a secret.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 37. If the required item is not in her department, she will point the customer in the direction of where it can be found. | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | If the item is not in her department, she will take the customer to the other department and help her find what she is looking for. |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 38. She works because she has to.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She works because she enjoys it.  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 39. She gets a long face if the customer wants help just before closing time or her lunch time.                           | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She always serves the customer in a friendly manner even if it means working late.  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 40. She brings her problems to work.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She leaves her problems at home.  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 41. She believes in the products she sells.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not believe in the products she is selling.  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 42. She knows how to handle difficult customers.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not know how to handle difficult customers. She sometimes offends them.  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 43. She does things her way even if told otherwise.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does things the way she has been told to.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 44. She helps the other sales ladies.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She works only for herself.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 45. She goes out of her way for the customer. Nothing is too much effort for her.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | Everything is an effort. She does nothing extra.  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 46. She keeps her department neat, tidy and clean.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | Her department is untidy and dirty.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 47. She checks on customers in the fitting rooms.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not check on customers in the fitting rooms.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 48. She talks too much.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She talks but not too much.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 49. She is a poor trainer or mentor.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is a good trainer or mentor.  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 50. She can think quickly in any situation.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is slow in some situations - she does not always know what to say and do.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |

## REMEMBER THAT SHE IS A REAL PERSON

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|---|--|---|---|---|---|---|--|
| 51. She is always serving a customer or getting on with some other work.                            | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She often stands around and chats.   |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 52. She is hardworking.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is lazy.   |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 53. She dresses inappropriately.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She dresses appropriately.   |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 54. When she is busy with one customer, she tells others she will be with them as soon as possible. | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She concentrates all her attention on the customer she is serving and ignores any other customers. |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 55. She has a sophisticated manner.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is rough in her manner. She needs finishing.   |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 56. She dawdles at work.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is quick in her work.  |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 57. She starts a conversation with the customer. She tries to get to know the customer.             | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not really talk to the customer.  |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 58. She is moody.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is the same every day.   |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 59. She is not interested in store targets.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is interested in store targets.  |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 60. She is truly friendly.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | Her friendliness seems false.  |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 61. She is security-conscious. She watches the customers and stock.                                 | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is not aware of what is happening in the store.  |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 62. She is an outgoing person.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is a withdrawn person.   |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 63. She is not interested in her job.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is interested in her job.  |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 64. Her sales figures are good.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | Her sales figures are poor.  |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 65. She cannot serve more than one customer at a time.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She can serve more than one customer at a time.  |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 66. She gossips about customers and other staff.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not gossip.   |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 67. She waits for the customer to approach her.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She approaches the customer first.   |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 68. If stock is unavailable she will show the customer something else.                              | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | If stock is unavailable she will not show the customer anything else.                              |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 69. She speaks English and Afrikaans.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She speaks only one language.  |
| 1   | 2  | 3 | 4 | 5 |   |   |  |

## REMEMBER THAT SHE IS A REAL PERSON

- |  |  |   |   |   |   |   |  |
|--|--|---|---|---|---|---|--|
| 70. She shouts across the store to her colleagues e.g. from the point of sale.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She goes to her colleague and talks quietly or she asks one of the other sales ladies to call the person she wants.                |
| 1  | 2  | 3 | 4 | 5 |   |   |  |
| 71. She greets the customer.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not greet the customer.   |
| 1  | 2  | 3 | 4 | 5 |   |   |  |
| 72. She is unpleasant to work with.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is fun to work with.   |
| 1  | 2  | 3 | 4 | 5 |   |   |  |
| 73. She knows what to suggest to any customer - young or old.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is only good with a particular age group.  |
| 1  | 2  | 3 | 4 | 5 |   |   |  |
| 74. She is talkative.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is quiet.  |
| 1  | 2  | 3 | 4 | 5 |   |   |  |
| 75. She is always busy.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She stands around or pretends to be busy.  |
| 1  | 2  | 3 | 4 | 5 |   |   |  |
| 76. She is easily influenced.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is difficult to influence.   |
| 1  | 2  | 3 | 4 | 5 |   |   |  |
| 77. She carries a complaint through e.g. she checks with the manageress and makes sure that the problem is sorted out. | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She leaves complaints unsolved.  |
| 1  | 2  | 3 | 4 | 5 |   |   |  |
| 78. She can judge the customer i.e. whether she wants attention or whether she wants to be left alone.                 | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She treats all customers equally i.e. she does not know when to help and when to leave the customer alone.                         |
| 1  | 2  | 3 | 4 | 5 |   |   |  |
| 79. She is confident.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She lacks confidence.  |
| 1  | 2  | 3 | 4 | 5 |   |   |  |
| 80. She gives the customer advice.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not advise the customer.  |
| 1  | 2  | 3 | 4 | 5 |   |   |  |
| 81. She panics under pressure.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is calm under pressure.  |
| 1  | 2  | 3 | 4 | 5 |   |   |  |
| 82. She convinces the customer to buy.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She cannot convince the customer to buy.   |
| 1  | 2  | 3 | 4 | 5 |   |   |  |
| 83. She helps the customer initially then gets distracted and forgets about the customer she is serving.               | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She helps the customer until that customer leaves i.e. she gives the customer her full attention all the time she is in the store. |
| 1  | 2  | 3 | 4 | 5 |   |   |  |
| 84. She is always alert.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is a dreamer. She is not aware of what is going on in the store.   |
| 1  | 2  | 3 | 4 | 5 |   |   |  |
| 85. She makes the customer feel welcome in the store.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She makes the customer feel uncomfortable and unwelcome.   |
| 1  | 2  | 3 | 4 | 5 |   |   |  |

## REMEMBER THAT SHE IS A REAL PERSON

- |  |  |   |   |   |   |   |   |
|--|--|---|---|---|---|---|---|
| 86. She approaches the customer as soon as she enters the store.                                   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She only approaches the customer if she looks as if she needs help.               |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 87. She is enthusiastic about her work.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is unenthusiastic.  |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 88. She is bossy.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is not bossy.   |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 89. She is dishonest with money or stock.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is honest with money and stock.   |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 90. She has to be asked more than once to do something.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She only has to be asked once to do something as she does it.                     |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 91. She enjoys serving customers   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She would rather be doing something else. She helps only because she has to.      |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 92. She is only helpful when it looks as if the customer is going to make a large purchase.        | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is always helpful.  |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 93. She follows the customer as if she suspects her of shoplifting.                                | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She watches the customer from a distance so that she does not feel uncomfortable. |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 94. She shows the customer the new stock that has come in.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not show the customer new stock.   |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 95. She attempts to speak the customers home language.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She speaks only her own language.   |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 96. She has the attitude that the customer needs her, and that she is doing the customer a favour. | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She realises the customer is her bread and butter.                                |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 97. She finds out what the customer's needs are.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not find out what the customer is looking for.                           |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 98. She does her best to satisfy the customer's needs.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is not interested in what the customer is looking for.                        |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 99. She can communicate with all customers irrespective of age or race.                            | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She can only communicate well with some customers.                                |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 100. She can judge the customers size.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She cannot tell the customer what size will fit her.                              |
| 1  | 2  | 3 | 4 | 5 |   |   |   |
| 101. She knows the customers by name.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not know customer names.   |
| 1  | 2  | 3 | 4 | 5 |   |   |   |

**REMEMBER THAT SHE IS A REAL PERSON**

- |      |  |  |   |   |   |   |   |  |
|------|--|--|---|---|---|---|---|--|
| 102  | She phones customers to encourage them to come into the store. | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not phone customers.  |
| 1    | 2  | 3  | 4 | 5 |   |   |   |  |
| 103  | She will not help a customer get a higher credit limit.        | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She will help a customer get a higher credit rating.   |
| 1    | 2  | 3  | 4 | 5 |   |   |   |  |
| 104  | She will keep garments aside for customers.                    | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She will not keep garments aside for customers.  |
| 1    | 2  | 3  | 4 | 5 |   |   |   |  |
| 105  | She is happy to stay as a sales lady.                          | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She wants to progress within Company X.  |
| 1    | 2  | 3  | 4 | 5 |   |   |   |  |
| 106. | She knows how to work with money.                              | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is not good at working with money.   |
| 1    | 2  | 3  | 4 | 5 |   |   |   |  |
| 107  | Making a sale is important to her.                             | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is not really concerned about whether the customer makes a purchase immediately but rather whether the customer returns and purchases at some later stage. |
| 1    | 2  | 3  | 4 | 5 |   |   |   |  |
| 108  | She can work in any department.                                | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She can only work in one department.   |
| 1    | 2  | 3  | 4 | 5 |   |   |   |  |
| 109. | She has a nasty personality.                                   | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She has a pleasant personality.  |
| 1    | 2  | 3  | 4 | 5 |   |   |   |  |
| 110. | She smiles.  | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not smile.  |
| 1    | 2  | 3  | 4 | 5 |   |   |   |  |
| 111. | She prefers to serve customers from her own race group.        | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She serves all customers equally.  |
| 1    | 2  | 3  | 4 | 5 |   |   |   |  |
| 112. | She is experienced as a sales lady.                            | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is inexperienced.  |
| 1    | 2  | 3  | 4 | 5 |   |   |   |  |
| 113. | She makes the customer feel important.                         | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not make the customer feel important.   |
| 1    | 2  | 3  | 4 | 5 |   |   |   |  |

How old, in years, would you say your sales lady is?

15 - 24	25 - 34	35 - 44	45 - 54	55 - 64	more than 65
---------	---------	---------	---------	---------	--------------

What race group would you say she belongs to?

---

How long do you think she been a sales lady? (in years or months)

---

The following questions refer to yourself. These questions are important for the classification of the sample and analysis of the data. Your name is required only to keep track of who has returned their questionnaires. Confidentiality is guaranteed.

Name:

---

Store:

---

Age:

---

Highest Education Level:

---

Home Language:

---

Residential Suburb:

---

Household Income: (R's per year)

< 10 000	10 000 - 19 000
20 000 - 29 000	30 000 - 39 000
40 000 - 49 000	50 000 - 59 000
60 000 - 69 000	70 000 - 79 000
80 000 - 89 000	90 000 - 99 000
> 100 000	

How long have you been a sales lady?

---

## Appendix 4

### QUESTIONNAIRE FOR CUSTOMERS

#### Introduction

This appendix contains the questionnaire which was presented to the Customer group. The same questionnaire was presented to them on two separate occasions; the first time they were asked to describe the **most effective** sales lady they knew ( as can be seen from the Instructions section below), and the second time the **least effective** sales lady they knew. In the second case the cover page was changed to reflect this alteration in the instructions. In each case the example was given on the front page and then respondents completed the questionnaire and returned it in a pre-paid and self-addresses envelope to the researcher. The font size of the appendix is smaller than the original questionnaire in an attempt to condense the appendices of this document.

University of Cape Town

# QUESTIONNAIRE FOR CUSTOMERS

## THIS QUESTIONNAIRE IS CONFIDENTIAL

### Instructions for completion of the questionnaire

1. Think of the most effective sales lady you know. In other words think of the best sales lady with whom you have come in contact. Remember that she is a real person with good and bad points.
2. Describe this person when filling out the questionnaire.
3. Example:  
For each item in the questionnaire, decide whether the person you have in mind is more like the left or right hand descriptions, and how accurately the description fits her.

For example:

She is friendly. 

1	2	3	4	5
---	---	---	---	---

 She is unfriendly.

If the sales lady is always friendly, put a cross on the **1**, the number closest to the left hand description "She is friendly." i.e.

She is friendly. 

1	2	3	4	5
---	---	---	---	---

 She is unfriendly.

If she is always unfriendly, put a cross on the **5**, the number closest to the right hand description " She is unfriendly." i.e.

She is friendly. 

1	2	3	4	5
---	---	---	---	---

 She is unfriendly.

If she is not always friendly, but is more friendly than unfriendly, then put a cross on the **2**. And if she is not always unfriendly, but is more unfriendly than friendly then put a cross on the **4**. If she is equally friendly and unfriendly, then put a cross on the centre point **3**.

**REMEMBER THAT YOU ARE THINKING OF A REAL PERSON NOT THE PERFECT SALES LADY** (It may help to write her name at the top of each page.)

**Please answer all questions.** If you feel that you have not seen the sales lady in the situation in the question, then answer the question based on **what you think** she would be like in that situation. It is your opinion that is important. There are no right or wrong answers to this questionnaire but it is very, very important for you to answer all the questions.

## REMEMBER THAT SHE IS A REAL PERSON

- |  |   |   |   |   |   |   |  |
|--|---|---|---|---|---|---|--|
| 1. She is the same every day.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | Her behavior varies from day to day. She is moody.   |
| 1  | 2   | 3 | 4 | 5 |   |   |  |
| 2. She allows her personal problems to affect her work.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not let personal problems affect her work.  |
| 1  | 2   | 3 | 4 | 5 |   |   |  |
| 3. She is over enthusiastic.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is apathetic.  |
| 1  | 2   | 3 | 4 | 5 |   |   |  |
| 4. She is efficient in her work.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is sloppy in the way she works.  |
| 1  | 2   | 3 | 4 | 5 |   |   |  |
| 5. She works slowly and takes her time.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She works quickly.   |
| 1  | 2   | 3 | 4 | 5 |   |   |  |
| 6. She is genuinely interested in the customer.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is not really interested in the customer.  |
| 1  | 2   | 3 | 4 | 5 |   |   |  |
| 7. She is talkative.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is quiet and shy.  |
| 1  | 2   | 3 | 4 | 5 |   |   |  |
| 8. She has a pushy, aggressive manner of selling.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is not pushy. She lets the customer decide.  |
| 1  | 2   | 3 | 4 | 5 |   |   |  |
| 9. She gives advice on what to wear to different occasions e.g.. a semi formal or formal occasion.               | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not give advice on what to wear to different occasions.   |
| 1  | 2   | 3 | 4 | 5 |   |   |  |
| 10. Because she is very convincing, she could sell you something you would not usually buy.                      | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | Because she is not very convincing, she could not sell you something you would not usually buy.  |
| 1  | 2   | 3 | 4 | 5 |   |   |  |
| 11. If she is busy with other work such as unpacking new stock, she will ignore you.                             | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | Even if she is busy with other work she will stop and attend to you when you come into the store.  |
| 1  | 2   | 3 | 4 | 5 |   |   |  |
| 12. If the store is out of the particular item you require, she will suggest other stores where it can be found. | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | If the item you are looking for is not in the store, she says "We are out of stock" and does not offer any suggestions as to where else it can be found. |
| 1  | 2   | 3 | 4 | 5 |   |   |  |
| 13. She has long conversations with her colleagues while customers are waiting.                                  | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | When she sees that a customer needs attention, she ends her conversation with her colleague.   |
| 1  | 2   | 3 | 4 | 5 |   |   |  |
| 14. She knows where everything is in the store.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not know where everything is in the store.  |
| 1  | 2   | 3 | 4 | 5 |   |   |  |
| 15. She hovers around you when you are looking around the store.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She sees you are looking, and asks you to call her if you need help.   |
| 1  | 2   | 3 | 4 | 5 |   |   |  |

## REMEMBER THAT SHE IS A REAL PERSON

- |   |   |   |   |   |   |   |  |
|---|---|---|---|---|---|---|--|
| 16. She serves customers on a first-come-first-serve basis.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She serves her friends first even if other customers have been waiting longer. |
| 1   | 2   | 3 | 4 | 5 |   |   |  |
| 17. She makes you feel welcome in the store.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She makes you feel unwelcome.  |
| 1   | 2   | 3 | 4 | 5 |   |   |  |
| 18. She will find something in the store to suit your needs.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not make a real effort to satisfy your needs.                         |
| 1   | 2   | 3 | 4 | 5 |   |   |  |
| 19. She approaches you as soon as you set foot in the door.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She gives you a chance to look around before she approaches you to offer help. |
| 1   | 2   | 3 | 4 | 5 |   |   |  |
| 20. She appears to have had poor schooling.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She appears to have had a good schooling.                                      |
| 1   | 2   | 3 | 4 | 5 |   |   |  |
| 21. She has a spontaneous and bubbly personality.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is dull and lifeless.  |
| 1   | 2   | 3 | 4 | 5 |   |   |  |
| 22. She chats to all customers.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She only chats to customers who are her friends.                               |
| 1   | 2   | 3 | 4 | 5 |   |   |  |
| 23. She talks to her customers and gets to know them. E.g., she asks about their families.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not attempt to get to know her customers.                             |
| 1   | 2   | 3 | 4 | 5 |   |   |  |
| 24. She will phone the customer if an item comes into the store that she thinks will interest the customer.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not do any more than her job requires.                                |
| 1   | 2   | 3 | 4 | 5 |   |   |  |
| 25. She is patient.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She gets impatient with the customer.  |
| 1   | 2   | 3 | 4 | 5 |   |   |  |
| 26. She serves only people of a similar age to her.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She serves customers of all ages.  |
| 1   | 2   | 3 | 4 | 5 |   |   |  |
| 27. She steals sales from other sales ladies. In other words she lets another sales lady do all the work and steps in just as the customer is about to pay and rings it up as her sale. | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She gets her own sales from the start.   |
| 1   | 2   | 3 | 4 | 5 |   |   |  |
| 28. She is attentive to the customer.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She becomes distracted and disinterested.                                      |
| 1   | 2   | 3 | 4 | 5 |   |   |  |
| 29. She gives good advice.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She gives poor advice.   |
| 1   | 2   | 3 | 4 | 5 |   |   |  |
| 30. She finds out what the customers needs are. E.g., is the garment for a special occasion or is it for work?  | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not take the time to find out what the customers needs are.           |
| 1   | 2   | 3 | 4 | 5 |   |   |  |

## REMEMBER THAT SHE IS A REAL PERSON

- |  |   |   |   |   |   |   |  |
|--|---|---|---|---|---|---|--|
| 31. Customers struggle to get her attention.                                       | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is aware of the customers in the store so the customer can easily get her attention when she needs help. |
| 1  | 2   | 3 | 4 | 5 |   |   |  |
| 32. Her appearance is neat and tidy.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | Her appearance is sloppy and untidy.   |
| 1  | 2   | 3 | 4 | 5 |   |   |  |
| 33. She is over friendly with the result that her friendship seems false.          | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | Her friendship seems genuine.  |
| 1  | 2   | 3 | 4 | 5 |   |   |  |
| 34. She is the type of person that makes you want to buy.                          | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is the type of person that puts you off buying.  |
| 1  | 2   | 3 | 4 | 5 |   |   |  |
| 35. She wears some form of identification e.g., a uniform or name tag.             | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | It is difficult to distinguish her from other customers in the store.  |
| 1  | 2   | 3 | 4 | 5 |   |   |  |
| 36. She is often busy on the phone with private calls while customers are waiting. | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | When she sees a customer waiting she ends her private call and attends to the customer.                      |
| 1  | 2   | 3 | 4 | 5 |   |   |  |
| 37. If the customer returns an item, she refuses to exchange it.                   | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | If the customer returns an item, she exchanges it without complaint.   |
| 1  | 2   | 3 | 4 | 5 |   |   |  |
| 38. She treats all customers equally.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She has her favorites to whom she gives special treatment.   |
| 1  | 2   | 3 | 4 | 5 |   |   |  |
| 39. She greets the customer.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not greet the customer unless greeted.  |
| 1  | 2   | 3 | 4 | 5 |   |   |  |
| 40. She offers help but is not really helpful..                                    | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is really helpful.   |
| 1  | 2   | 3 | 4 | 5 |   |   |  |
| 41. She offers help as soon as the customer enters the store.                      | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She only approaches the customer if she looks as if she needs help or if she asks for help.                  |
| 1  | 2   | 3 | 4 | 5 |   |   |  |
| 42. She is inappropriately dressed for the department in which she works.          | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is appropriately dressed.  |
| 1  | 2   | 3 | 4 | 5 |   |   |  |
| 43. She is the motherly type. She fusses around the customer.                      | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not mother the customer.  |
| 1  | 2   | 3 | 4 | 5 |   |   |  |
| 44. She is pleasant and kind.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is nasty and bad tempered.   |
| 1  | 2   | 3 | 4 | 5 |   |   |  |
| 45. If she has had a hard day, she lets it show and takes it out on the customer.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | If she has had a hard day, she does not let it show.   |
| 1  | 2   | 3 | 4 | 5 |   |   |  |

## REMEMBER THAT SHE IS A REAL PERSON

- |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 46. She enters the fitting room while the customer is fitting on garments.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not enter the fitting room but checks on the customer from outside.                      |
| 1   | 2   | 3 | 4 | 5 |   |   |   |
| 47. If there is a query with the customers credit card, she handles it in a way that makes the customer feel embarrassed. | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She handles a problem with a customers credit card in a way that does not embarrass the customer. |
| 1   | 2   | 3 | 4 | 5 |   |   |   |
| 48. She serves only customers who look as if they are going to make a big purchase.                                       | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She serves all customers.   |
| 1   | 2   | 3 | 4 | 5 |   |   |   |
| 49. She is hard working.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is lazy.  |
| 1   | 2   | 3 | 4 | 5 |   |   |   |
| 50. She shows the customer new stock that has come into the store.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not bother to show the customer new stock.   |
| 1   | 2   | 3 | 4 | 5 |   |   |   |
| 51. She has only been a sales lady for a short time.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She has been a sales lady for a long time.  |
| 1   | 2   | 3 | 4 | 5 |   |   |   |
| 52. She has no manners.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is well mannered.   |
| 1   | 2   | 3 | 4 | 5 |   |   |   |
| 53. She is an introvert.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is an extrovert.  |
| 1   | 2   | 3 | 4 | 5 |   |   |   |
| 54. She has the customers needs at heart.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She will try to sell the most expensive item to the customer.                                     |
| 1   | 2   | 3 | 4 | 5 |   |   |   |
| 55. She will take the unwanted garments from the fitting room.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She expects the customer to take the unwanted garments back to the rail.                          |
| 1   | 2   | 3 | 4 | 5 |   |   |   |
| 56. If the customer returns an item she gets annoyed and rude.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | If the customer returns an item she handles the situation in a courteous manner.                  |
| 1   | 2   | 3 | 4 | 5 |   |   |   |
| 57. She serves one customer at a time.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She serves more than one customer at a time.  |
| 1   | 2   | 3 | 4 | 5 |   |   |   |
| 58. She can mix and match garments.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She can not mix and match garments.   |
| 1   | 2   | 3 | 4 | 5 |   |   |   |
| 59. When you need her she cannot be found.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is there when you need her.   |
| 1   | 2   | 3 | 4 | 5 |   |   |   |
| 60. She is trained in her job.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She lacks polish in her job.  |
| 1   | 2   | 3 | 4 | 5 |   |   |   |
| 61. She is open and straight-forward in her communication.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is secretive and appears to be hiding something.  |
| 1   | 2   | 3 | 4 | 5 |   |   |   |

## REMEMBER THAT SHE IS A REAL PERSON

- |   |  |   |   |   |   |   |  |
|---|--|---|---|---|---|---|--|
| 62. She is honest with the customer. She will tell her if the garment does not suit her.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She will tell the customer that the garment suits her just to make a sale.                     |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 63. She can tell you more about the product than is obvious.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She tells you only what is obvious from the label.   |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 64. She follows the customer around.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She watches the customer from a distance.  |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 65. She will go out of her way to help the customer.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does her job and no more.  |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 66. She looks happy to serve the customer.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She looks as if she is being bothered by the customer.   |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 67. She has a professional approach.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She has a careless approach.   |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 68. She has a friendly manner.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She has an abrupt manner.  |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 69. If the store does not have the specific item the customer requires, she offers to phone other branches to see if they have it.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | If the particular item requested is not in the store, she just says "We are out of stock".     |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 70. If the customer returns an item, she argues with the customer.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | If the customer returns item, she is immediately obliging.                                     |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 71. She makes the customer feel that the sales lady is doing her a favour.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She makes the customer feel that she is doing the sales lady a favour.                         |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 72. She is prepared to spend time with the customer.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She rushes the customer.   |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 73. She is polite.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is rude.   |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 74. She encourages customers to come into the store for sales or specials.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not tell customers about sales or specials.   |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 75. She has no financial grasp. She cannot work with money.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She can work with money without problems.  |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 76. If she is busy with one customer, she will indicate to others that she is aware of them and will help them as soon as possible. | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | When she is busy with one customer, she ignores all other customers.                           |
| 1   | 2  | 3 | 4 | 5 |   |   |  |
| 77. If the item the customer requests is not in her department, she takes the customer to where the item is.                        | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | If the item is not in her department, she points the customer in the direction of the garment. |
| 1   | 2  | 3 | 4 | 5 |   |   |  |

## REMEMBER THAT SHE IS A REAL PERSON

- |   |  |   |   |   |   |   |   |
|---|--|---|---|---|---|---|---|
| 78. She smiles.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She has a miserable face and she does not smile.                                    |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 79. She will keep items aside for the customer.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She will not keep items for the customer.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 80. She follows the customer around as if she is suspicious of her.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not make the customer feel uncomfortable and as if she is under suspicion. |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 81. She can see that the customer needs help but she does not offer help.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She offers help when the customer looks as if she needs it.                         |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 82. She is loud.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is soft spoken.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 83. While the customer is in the fitting room, she checks to see whether she needs other sizes, colours and styles. | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She leaves the customer alone when she is in the fitting room.                      |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 84. She makes the customer feel special.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She makes the customer feel as if she is in the sales lady's way.                   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 85. Her clothes are old fashioned.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | Her clothes are modern.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 86. She knows the customers by name.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not know the customers by name.  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 87. She serves only people of her own race group.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She serves all customers.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 88. She is approachable.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is not approachable.  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 89. She notices how often the customer goes into the store.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not notice how often the customer goes into the store.                     |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 90. She is overweight.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is slim.  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 91. She waits for the customer to approach her.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She approaches the customer first.  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 92. She gives advice on colours and styles.   | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not give advice.   |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 93. She gives the customer her name.  | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not give the customer her name.  |
| 1   | 2  | 3 | 4 | 5 |   |   |   |
| 94. If the item requested by the customer is not on the rails, the sales lady physically checks in the back.        | <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px; text-align: center;">4</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | If the item is not on the rails, she says that it is not available.                 |
| 1   | 2  | 3 | 4 | 5 |   |   |   |

## REMEMBER THAT SHE IS A REAL PERSON

- |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 95. She shouts across the store to her colleagues.                                      | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She goes to them and speaks quietly.  |
| 1   | 2   | 3 | 4 | 5 |   |   |   |
| 96. She knows her products.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does know about the products she is selling.                              |
| 1   | 2   | 3 | 4 | 5 |   |   |   |
| 97. She has people skills. She is good at dealing with people.                          | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is not good with people.  |
| 1   | 2   | 3 | 4 | 5 |   |   |   |
| 98. She is unfriendly.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is friendly.  |
| 1   | 2   | 3 | 4 | 5 |   |   |   |
| 99. She laughs and jokes with the customer.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is always serious.  |
| 1   | 2   | 3 | 4 | 5 |   |   |   |
| 100. She looks you in the eyes when you are talking to her.                             | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She never looks you in the eyes when you are talking to her.                  |
| 1   | 2   | 3 | 4 | 5 |   |   |   |
| 101. She is dressed in company clothes.   | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is not dressed in Company clothes.  |
| 1   | 2   | 3 | 4 | 5 |   |   |   |
| 102. She wants to help and serve. She seems to enjoy it.                                | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She does not really want to serve. She works for the money not the enjoyment. |
| 1   | 2   | 3 | 4 | 5 |   |   |   |
| 103. She gives advice of her own accord.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She gives advice only when asked.   |
| 1   | 2   | 3 | 4 | 5 |   |   |   |
| 104. She helps other sales ladies.  | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She works only for herself.   |
| 1   | 2   | 3 | 4 | 5 |   |   |   |
| 105. She is willing to answer the customers questions.                                  | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She is unable or unwilling to answer the customers questions.                 |
| 1   | 2   | 3 | 4 | 5 |   |   |   |
| 106. She will speak English or Afrikaans depending on the language the customer speaks. | <table border="1" style="border-collapse: collapse; width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | She speaks only her own home-language.  |
| 1   | 2   | 3 | 4 | 5 |   |   |   |

How old, in years, do you think the sales lady is?

15 - 24	25 - 34	35 - 44	45 - 54	55 - 64	more than 65
---------	---------	---------	---------	---------	--------------

What race group do you think she belongs to?

---

How long do you think she been a sales lady? (in years or months)

---

The following questions refer to yourself. These questions are important for the classification of the sample and analysis of the data. Your name is required only to keep track of who has returned their questionnaires. Confidentiality is guaranteed.

Name:

---

Store at which you have your account:

---

Highest Education Level:

---

Home Language:

---

Residential Suburb:

---

Household Income: (R's per year)

< 10 000	10 000 - 19 000
20 000 - 29 000	30 000 - 39 000
40 000 - 49 000	50 000 - 59 000
60 000 - 69 000	70 000 - 79 000
80 000 - 89 000	90 000 - 99 000
> 100 000	

If you were to rate the sales ladies at the Company branch at which you shop, how would you rate your level of satisfaction?

I am very satisfied

1	2	3	4	5
---	---	---	---	---

I am very dissatisfied.

## Appendix 5

### SALES LADY JOB DESCRIPTION

<u>Job Title</u>	Company X Sales Assistant
<u>Reports to</u>	Store Manager or Floor Manager (depending on the store size)
<u>Job Summary</u>	To sell merchandise to customers and assist in the reduction of stock losses.

**Selling and Service:** Providing customers with courteous, efficient service and produce advice in order to achieve maximum selling opportunities.

**Sales Administration:** Implementing all in-store systems in accordance with Company Policy.

**Merchandise Control:** Controlling stock in specified departments or areas and assisting in the neat presentation thereof.

**Security ad Stock Loss:** Consistently applying the security standards laid down in Company X's Standing Instruction manual.

## Appendix 6

### CONSTRUCTS ELICITED FROM THE JOB KNOWLEDGE ASSESSMENT AND TRAINING PLAN

#### Introduction

This appendix gives the objectives and key responsibilities of the Sales Lady job as documented by the Job Knowledge Assessment And Training Plan. It then gives the constructs which were elicited from this document. The entire document is not given for reasons of confidentiality.

**Job Title:** Sales lady

**Job Objectives:** to contribute towards the profitable operation of the branch by:

- generating sales-turnover through the provision of merchandise and company services, and
- assisting with in-store security

**Key Responsibilities:**

1. Administration
2. Handling stock
3. Housekeeping
4. Security
5. Selling

The following section is a presentation of the constructs elicited from the detailed task and responsibility breakdown for this position:

#### Constructs Elicited from the Documentation

##### Administration:

1.	She can operate the POS terminal / PC, including opening, floor transactions and reports.	-	She is unable to carry out the relevant operations on the POS terminal or PC.
2.	She completes the manual documentation when the POS terminal is out of action.	-	When the POS is not working, she neglects to complete the necessary manual documentation.
3.	She is capable of using the microfiche to check customer credit sanctions	-	She is incapable of using the microfiche.

### Handling Stock:

4.	She houses the merchandise in the store according to standards and manageress instructions.	-	She does not do housing when required to.
5.	She marks down merchandise accurately from the markdown list.	-	She is not accurate when performing mark downs.
6.	She unpacks stock immediately on receipt.	-	She does not unpack stock.
7.	She replenishes stock from the storeroom when she sees shelf space available.	-	She only replenishes stock when told to.
8.	She uses the appropriate fixtures and fittings to set up displays and promote stock.	-	She does not do displays.

### Housekeeping:

9.	She makes sure that the right garments are on the right hangers and that the company logo is visible.	-	She does not concern herself with hangers.
10.	She keeps the rails tidy.	-	She does not tidy the rails
11.	She checks for soiled or damaged stock.	-	She does not check stock for damage or soiling.
12.	She tidies the fitting rooms.	-	She does not involve herself with the tidying of the fitting rooms.

### Security:

13.	She participates in regular stock counts and cyclical stock takes.	-	She does not get involved in stock taking.
14.	She is strict about the number of garments being taken into the fitting rooms.	-	She does not use the disc system to monitor the number of garments a customer takes into the fitting rooms.
15.	She checks all relevant details of payment, e.g. cash amount, card and cheque details.	-	She is slack about checking payments details.
16.	She observes customer movement and reports suspicious behaviour immediately.	-	She is not aware of customer movements.
17.	She checks that the quantity of garments in the parcel correlates with the docket.	-	She does not check the parcel contents.

**Selling:**

18.	She greets customers entering the store.	-	She does not greet customers entering the store.
19.	She smiles at customers.	-	She does not smile.
20.	She determines the customers needs.	-	She does not talk to the customer to find out what her needs are.
21.	She shows the customer garments which would satisfy her need.	-	She wastes the customers time showing her unrelated items.
22.	She helps the customer decide which item to buy.	-	She does not aid the customer in her decision.
23.	She encourages the customer to buy more than one item - multisells.	-	She allows the customer to leave with only one item.
24.	She attempts to get the customer to buy to her credit limit.	-	She is unconcerned with the customer's credit limit.
25.	She tries to get a cash customer to open an account.	-	She does not try to convert the customer to an account holder.
26.	She achieves sales targets set for her.	-	She does not achieve the targeted sales.
27.	She obtains merchandise from other branches at the customer's request.	-	She does not offer to get the requested item from another branch.
28.	She refers customer complaints to the manageress without offending the customer.	-	She offends the complaining customer.
29.	She sends spec. appros to customers in accordance with know customer preferences.	-	She does not send customers appros.
30.	She compiles appros for customers on request.	-	She does not compile appros for customers.

## Appendix 7

### REPERTORY GRID TECHNIQUE: INTERVIEW PROCEDURE

#### **Introduction:**

This appendix describes exactly what took place in the interviews.

#### **Instructions to the Interviewer**

**To put the interviewee at ease, say:**

*The purpose of this study is to determine your views on retail sales person effectiveness. We will be going through a process which I am sure you will find to be fun. Your responses are highly confidential. I will not be recording any of the names of sales people you mention. I am only interested in the terms you use to describe them.*

#### **Establishing the elements:**

**Number the 6 cards. Shuffle them and hand them to the interviewee, and say:**

*Please think of three sales people you believe to be effective retail sales people. They can be from any store or firm. Please write their names, one per card, on the first three cards in the pile. You can use nick names or initials if you prefer. If you do not know their names, then write a description of them on the card so that if I show you the card you will know which sales person we are talking about.*

*Now think of three sales people you think are ineffective. Write their names, one per card, on each of the remaining cards.*

*Now please rank the six sales people in terms of effectiveness. In other words place the six sales people in order, from most effective to least effective.*

**Record the order of the cards and remove this from sight.**

**Construct Elicitation:**

**Randomly take three cards at a time and place them on the table in front of the interviewee, and say:**

*Please consider these three sales people. I would like to tell me any way in which two are similar and different from the third in terms of the way they go about their job. What is it that makes them similar? What is it that makes the other person different?*

**Record the interviewee's responses in their own words in the recording grid. Repeat the procedure until no new constructs surface.**

**Example:**

The interviewee might say that 2 of the 3 people presented in the triad were "friendly" while the other was "unfriendly". These 2 terms would then make up the 2 poles of the bi-polar construct. The poles were not always simple opposites like "unfriendly" and "friendly". For example, "polite" might have had an opposite pole of "impolite", "rude", "nasty" or even "loud". Thus the construct were elicited. The constructs were written up in the format shown below:

	J			W	J	E	
Sales ladies names:	e		E	e	i	n	
	n	S	l	n	c	i	
	n	u	n	d	i	c	
	y	e	a	y	e	e	
	X						O
		1	2	3	4	5	6
	Friendly						Unfriendly

As with Stewart et al's<sup>1</sup> application of the Repertory Grid (described in Chapter 3) to develop a management performance appraisal, the content of the constructs becomes more important than the relationships between the constructs or between constructs and elements. In this research we are attempting to find out how different groups define sales person effectiveness. It is therefore especially important to focus on the construct elicitation stage to ensure that the data is rich and exhaustive. It is for this reason that laddering and probing were done. Once all the triads had been used or no new constructs were being elicited, laddering was performed. This is where the more fundamental or superordinate constructs are elicited by asking additional questions. For example, " When talking about Jenny, Elna and Eunice, you said that two of them greeted you as soon as you entered the store and the other one expected you to greet them first. Do you prefer to be greeted first or

to greet the sales lady first? Why?". In this way the interviewer can ladder "up" and elicit the more general, superordinate constructs.

It was also sometimes necessary to ladder "down". This meant that the elicited construct was broad and general and more concrete constructs were sought. An example would be: "You said that Jenny and Eunice were both friendly sales ladies, what do you mean by "friendly"?, what exactly did they do?". This would be laddering down to get the deeper constructs rather than the superficial ones. With the original constructs plus those elicited through laddering, the interviewee was then presented with all six cards in numerical order and asked to decide for each person, whether they were more like the one pole of the construct or the other and to mark with an 'X' or O accordingly. This is known as the Rank Order Grid<sup>2</sup> and is described in Chapter 3. Thus the form might have looked similar to the following:

					J	E	
					W	o	u
Sales ladies names:	J		E	e	i	n	
	n	S	l	n	c	i	
	n	u	n	d	i	c	
	y	e	a	y	e	e	
	X						O
		1	2	3	4	5	6
Friendly		X	O	O	O	X	X
							Unfriendly
Greets the customer.		O	O	O	O	X	X
							Expects the customer to greet her first.

Remembering that the numbers 1 to 6 represent six sales ladies in random order, this particular interviewee said that Jenny was more friendly than unfriendly and that she expects the customer to greet her first rather than greet the customer first.

After the interview the data was recorded in a slightly different manner. Instead of the elements (i.e. the sales ladies Jenny .... Eunice) being in numerical order, they were now written up in the order from the most effective to the least effective. For example, for this particular interviewee, the order of effectiveness was Joicie (5), Eunice (6), Wendy (4),

Sue (2), Jenny (1) and then Elna (3). Thus the interview data would look as follows:

	J	E									
Sales ladies names:	o	u	W	J	E	S	n	l	n	n	a
X	5	6	4	2	1	3					
Friendly	X	X	O	O	X	O					
Greets the customer.	X	X	O	O	O	O					
							O				O
								Unfriendly			
											Expects the customer to greet her first.

The reason this was done, was to make preliminary, visual analysis easier. The sequence of X's and O's indicated whether the constructs differentiated or not. In other words where the X's and O's were unmuddled (i.e. the X's separated from the O's) such as with the second construct in the example, the construct was said to be differentiating. This means that whether the sales lady greets the customer first or expected the customer to greet her first tended to differentiate between the more and less effective sales ladies. The construct, friendly-unfriendly, would not however be said to be a differentiating construct because the X's and O's were muddled. Both the most effective and the second least effective sales ladies were the same in terms of friendliness. As mentioned earlier, this is a preliminary analysis and is in no way sufficient to base recommendations on. A quantitative analysis was necessary and therefore the questionnaires were developed.

**References**

1. Stewart, V., Stewart, A. and Fonda, N. [1981] **Business Applications of Repertory Grid**, London: McGraw-Hill Book Company (UK) Limited, p 25.
2. Fransella, F. and Bannister, D. [1977] **A Manual for Repertory Grid Technique**, London: Academic Press.

## Appendix 8

### EXAMPLE OF ANALYSIS PROCEDURE

#### Introduction

This appendix gives an example of how the Repertory Grid analysis was done. The analysis is done separately for each group. This appendix should be read in conjunction with section 3.5.1.1. of Chapter 4.

#### **Example data:**

Looking at the Customer group the following data represents respondent A's rating of an **effective** sales lady on question 1 (Construct 1) of the first questionnaire:

1. She is the same every day. 

1	2	3	4	5
---	---	---	---	---

 Her behavior varies from day to day. She is moody.

Person A's rating of an **ineffective** sales lady on the same question (construct)1 on the second questionnaire was:

1. She is the same every day. 

1	2	3	4	5
---	---	---	---	---

 Her behavior varies from day to day. She is moody.

The following analysis allows the researcher to determine those constructs which differentiate between effective and ineffective sales ladies, and to identify those constructs which have a strong association with effectiveness<sup>1</sup> and which should therefore be encouraged.

#### **Procedure for Analysing the raw data:**

- a) The scores for all the members of the group were transferred to two master scripts; one for effective and one for ineffective. Therefore for each construct, the two master scripts would indicate how many respondents marked each of the numbers on the scale from 1 to 5. Assuming there were 52 customers in the sample:

"Effective" master script for the Customer Group:

1. She is the same every day. 

1	2	3	4	5
16	14	5	12	5

 Her behavior varies from day to day. She is moody.

"Ineffective" master script for the Customer Group

1. She is the same every day. 

1	2	3	4	5
6	11	3	17	15

 Her behavior varies from day to day. She is moody.

Thus, on question 1 of the Customer questionnaire, 16 respondents rated an **effective** sales lady as always being *the same every day*. Five customer respondents rated the **effective** sales lady as always being *moody*. When looking at the **Ineffective** master script for this group, it can be seen that the majority of respondents felt that **ineffective** sales ladies were more often moody (15 rated the ineffective sales lady 5 and 17 rated her 4).

b) Weight the data:

According to Stewart and Stewart<sup>2</sup>, "the raw scores are weighted to reflect the greater statistical importance of the extreme scores." Weighting is done by multiplying the extreme columns by 3, the next by 2 and leaving the centre column unchanged. Thus the scores for this item on the master script become:

"Effective" master script for the Customer Group

	1	2	3	4	5	
1. She is the same every day.	48	28	5	24	15	Her behavior varies from day to day. She is moody.

"Ineffective" master script for the Customer Group

	1	2	3	4	5	
1. She is the same every day.	18	22	3	34	45	Her behavior varies from day to day. She is moody.

c) The next step was to identify the constructs which differentiate maximally between effective and ineffective sales ladies. Thus the differentiation score had to be calculated. This is the number of columns between the highest score on the effective master script and the highest score on the ineffective master script for the same item. Construct 1 in this example differentiates maximally (i.e. has a differentiation score of 4) because the highest **effective** score is in the extreme left hand column and the highest **ineffective** score is in the extreme right hand column.

The following would be a construct which does not differentiate maximally:

"Effective" master script for the Customer Group

2. Polite	23	13	3	2	10	Rude
-----------	----	----	---	---	----	------

"Ineffective" master script for the Customer Group

2. Polite	2	5	28	8	13	Rude
-----------	---	---	----	---	----	------

This construct would not be one that differentiates maximally because it has a differentiation score of 2. The highest score in the **effective** master script (23) is only two columns away from the highest score (28) in the **ineffective** master script.

d) Using only the **effective** master script the next step is to determine which items are most strongly associated with effectiveness. This involves calculating an Effectiveness Separation score:

To do this the 2 right hand columns are added together and separately, the 2 left hand columns added together.  $24+15=39$  and  $48+28=76$ . The smaller is then subtracted from the larger.  $76-39=37$ . The larger this score, the more strongly associated the item is with effectiveness. By calculating this score for all the constructs, the constructs can be ranked. According to Stewart and Stewart<sup>3</sup>, the highest separation score is divided into 3 and scores in the top third are considered to have a strong association with effectiveness. For example, if the highest separation score is 99, then all constructs scoring 66 and above are considered to be strongly associated with effectiveness. Those between 33 and 66 have a moderate association, and those below 33 have a weak association with effectiveness. In order to facilitate comparison of these scores across the groups, Effectiveness Separation coefficients were calculated. This was necessary because of the different sample sizes of the groups. As the Effectiveness Separation scores are obviously influenced by the size of the group, the Effectiveness Separation coefficient represented the Separation score as a proportion of the highest Separation score for that group. Thus in this example, if the highest Separation score for the group is 99, then this construct's Effectiveness Separation coefficient would be  $37/99=.374$  which is very low.

e) The same is done with the **ineffective** master script. The separation score for ineffectiveness in this example would thus be  $(45+34)-(18+22)=39$ . This was calculated in order to calculate the Summary score for the construct. According to the Stewart and Stewart<sup>4</sup> methodology a Summary score combines the differentiating and association properties into a single score. The summary score is calculated by adding the absolute effective and ineffective separation scores and multiplying these by the differentiation score. So in this example,

	Differentiation score	Separation scores			
		Effective		Ineffective	
1.	4	37	-	-	39

Because the scores are on opposite sides, (i.e. in the calculation of the Effectiveness Separation score, the addition of the left hand columns produced a larger number than the addition of the right hand columns, and in the calculation of the Ineffectiveness score, the larger number was produced by adding the two right hand columns) they are added together thus giving a summary score of  $(37+39)*4=304$ . These summary scores can also be ranked. In order to compare across the groups which had different sample sizes, Summary coefficients were calculated. The Summary coefficient is the Summary score as proportion of the highest Summary score for the group. So for construct 1, the highest

score may have been 454 for argument sake, then the Summary coefficient would have been .67.

f) For the purposes of this research constructs which were considered significant, were ones that were both maximally differentiating and strongly associated with effectiveness. For each construct discussed in the Findings Chapter, an Effectiveness Separation coefficient; a Summary coefficient and a ranking were given. The rank was the position of the construct in terms of its Summary score.

### **References**

1. Stewart, V., Stewart, A. and Fonda, N. [1981] Business Applications of Repertory Grid, London: McGraw-Hill Book Company (UK) Limited.
2. Stewart, A., Stewart, V. [1976] Tomorrow's Men Today Institute of Personnel Management, p 77.
3. Ibid.
4. Ibid.

Appendix 9 Top Management Data

Constructs	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	
Category	8	9	6	8	7	8	10	10	4	2	9	6	9	8	8	1	7	
<b>Effective Master Script</b>																		
Rating:	1	5	2	3	5	5	4	6	3	3	3	6	1	7	4	2	0	5
	2	2	4	4	1	2	3	1	3	3	3	1	6	0	1	5	2	3
	3	0	1	0	1	0	0	0	0	0	0	0	0	0	2	0	3	0
	4	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
	5	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	2	0
<b>Ineffective Master Script</b>																		
Rating:	1	0	0	0	1	0	1	1	2	0	0	2	0	0	0	2	0	0
	2	3	0	1	1	1	0	1	2	1	2	0	0	0	2	0	0	0
	3	1	0	0	1	3	0	0	1	1	3	1	1	2	0	0	0	0
	4	2	6	1	3	1	2	4	0	2	1	2	4	1	2	3	1	4
	5	1	1	5	1	2	4	1	2	3	1	2	2	4	3	2	6	3
Effectiveness	19	14	17	17	19	18	20	12	13	12	20	15	21	14	16	2	21	
Separation Score	(Maximum: 21)																	
Summary Score	20	58	128	63	100	124	78	32	96	13	96	87	140	92	66	0	152	
	(Maximum: 152)																	
Rank	53	43	12	42	20	15	38	51	21	55	21	34	5	30	40	58	1	
<b>To explain this appendix :</b>																		
<b>Looking down the rows, the following data is presented:</b>																		
1. The construct (questionnaire item) number.																		
2. The number of the category into which the construct was placed.																		
3. The Effective Master Script																		
This has the rating scale from 1 down to 5, and the number of respondents who rated the construct on each of the scale numbers.																		
E.G. In this appendix, 5 of the respondents rated the effective sales lady 1 on this construct, and the other two respondents rated her 2.																		
4. The Ineffective Master Script																		
This is the same as the Effective Master Script except that it has the data from the Ineffective questionnaires.																		
5. The Effectiveness Separation Score																		
The calculation of this score is explained in Appendix 8.																		
6. The Summary Score																		
The calculation of this score is explained in Appendix 8.																		
7. The Rank of the Construct based on its Summary score.																		







Appendix 10 Manageress Data

Constructs	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	
Category	5	5	4	7	5	3	8	6	6	9	2	7	7	9	10	1	
<b>Effective Master Script</b>																	
Ratings:	1	13	8	13	14	8	7	3	16	16	11	14	17	10	6	12	9
	2	2	6	2	2	8	7	2	1	2	3	3	2	4	9	4	5
	3	3	2	2	1	3	3	5	2	1	3	2	0	2	0	3	4
	4	0	2	1	1	0	0	4	0	0	1	0	0	1	4	0	0
	5	1	0	1	1	0	2	5	0	0	1	0	0	1	0	0	0
<b>Ineffective Master Script</b>																	
Ratings:	1	2	1	3	2	2	3	8	5	5	4	5	12	2	4	6	3
	2	3	1	3	2	2	3	2	1	4	3	4	0	2	3	4	4
	3	3	4	4	3	3	3	2	3	9	5	3	3	4	2	5	2
	4	7	7	6	7	6	3	1	5	0	2	3	2	7	5	2	4
	5	4	6	2	5	6	7	5	5	1	5	3	1	4	4	2	5
Effectiveness	40	32	38	41	40	29	10	50	52	34	48	55	33	28	44	37	
Separation Score	(Maximum: 57)																
Summary Score	162	236	123	240	240	164	84	0	0	140	0	0	147	96	0	172	
Rank	49	19	59	16	16	48	64	70	70	57	70	70	56	62	70	44	
<b>To explain this appendix :</b>																	
Looking down the rows, the following data is presented:																	
1. The construct (questionnaire item) number.																	
2. The number of the category into which the construct was placed.																	
3. The Effective Master Script																	
This has the rating scale from 1 down to 5, and the number of respondents who rated the construct on each of the scale numbers.																	
E.G. In this appendix, 13 of the respondents rated the effective sales lady 1 on this construct, 2 rated her 2, 3 rated her 3, and 1 rated her 5.																	
4. The Ineffective Master Script																	
This is the same as the Effective Master Script except that it has the data from the Ineffective questionnaires.																	
5. The Effectiveness Separation Score																	
The calculation of this score is explained in Appendix 8.																	
6. The Summary Score																	
The calculation of this score is explained in Appendix 8.																	
7. The Rank of the Construct based on its Summary score.																	











Appendix 11 Sales Lady Data

Construct	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16
Category	5	3	4	8	9	8	2	8	4	5	2	8	3	3	8	10
<b>Effective Master Script</b>																
Rating:	29	52	38	36	37	31	40	27	38	40	32	28	29	15	43	32
2	3	3	13	15	5	6	8	15	11	12	10	15	15	6	12	4
3	2	2	4	4	4	6	5	4	4	4	10	6	7	2	3	3
4	6	0	0	1	4	2	1	3	1	1	2	4	3	4	0	1
5	17	0	2	1	6	12	3	8	3	0	3	5	4	31	0	18
<b>Ineffective Master Script</b>																
Rating:	3	10	9	7	12	11	13	7	8	7	7	8	8	6	7	25
2	5	4	4	9	10	5	8	10	6	8	6	3	8	7	8	2
3	9	19	8	15	17	6	12	10	9	10	7	11	13	5	10	1
4	18	16	19	17	13	17	12	20	16	8	15	14	15	15	19	3
5	23	9	17	10	6	17	13	11	19	25	23	22	14	25	14	26
Effectiveness	30	162	134	133	95	65	125	81	125	142	103	91	99	44	153	48
Separation Score	(Maximum: 172)															
Summary	464	549	752	474	0	428	0	339	712	784	676	620	524	0	784	212
Score	(Maximum: 932)															
Rank	76	61	26	75	91	80	91	87	34	20	42	49	69	91	20	90
<b>To explain this appendix :</b>																
<b>Looking down the rows, the following data is presented:</b>																
<b>1. The construct (questionnaire item) number.</b>																
<b>2. The number of the category into which the construct was placed.</b>																
<b>3. The Effective Master Script</b>																
This has the rating scale from 1 down to 5, and the number of respondents who rated the construct on each of the scale numbers.																
E.G. In this appendix, 29 of the respondents rated the effective sales lady 1 on this construct, 9 rated her 2, 2 rated her 3, 6 rated her 4, and 17 rated her 5.																
<b>4. The Ineffective Master Script</b>																
This is the same as the Effective Master Script except that it has the data from the Ineffective questionnaires.																
<b>5. The Effectiveness Separation Score</b>																
The calculation of this score is explained in Appendix 8.																
<b>6. The Summary Score</b>																
The calculation of this score is explained in Appendix 8.																
<b>7. The Rank of the Construct based on its Summary score.</b>																













Appendix 12 Customer Data

Construct	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	
Category	9	9	5	5	5	4	9	5	4	5	3	4	3	2	5	3	
<b>Effective Master Script</b>																	
Rating:	1	25	36	6	39	19	35	15	34	20	14	29	30	33	37	33	37
	2	18	7	15	9	16	9	21	11	13	12	12	12	10	8	10	7
	3	5	2	21	0	7	0	12	4	10	10	4	3	3	2	4	3
	4	1	2	4	1	3	2	1	0	3	8	1	0	0	2	0	0
	5	0	2	2	0	4	2	0	0	3	5	3	4	3	0	1	2
<b>Ineffective Master Script</b>																	
Rating:	1	6	5	6	5	4	1	10	14	6	5	2	5	5	12	11	12
	2	6	9	10	5	5	2	8	5	3	2	4	4	4	8	5	4
	3	9	12	12	14	8	8	16	9	4	10	8	4	9	8	9	10
	4	17	15	8	13	11	16	7	10	13	11	12	7	15	11	11	16
	5	11	8	13	12	21	22	8	11	23	21	23	29	16	10	13	7
Effectiveness	109	112	34	133	71	113	85	124	71	35	100	102	110	123	116	119	
Separation Score	(Maximum: 147)																
Summary Score	438	399	153	680	536	816	0	0	568	404	716	720	660	0	536	0	
	(Maximum: 836)																
Rank	64	71	81	31	56	3	83	83	51	69	18	17	37	83	56	83	
To explain this appendix :																	
Looking down the rows, the following data is presented:																	
1. The construct (questionnaire item) number.																	
2. The number of the category into which the construct was placed.																	
3. The Effective Master Script																	
This has the rating scale from 1 down to 5, and the number of respondents who rated the construct on each of the scale numbers.																	
E.G. In this appendix, 25 of the respondents rated the effective sales lady 1 on this construct, 18 rated her 2, 5 rated her 3, and 1 rated her 4.																	
4. The Ineffective Master Script																	
This is the same as the Effective Master Script except that it has the data from the Ineffective questionnaires.																	
5. The Effectiveness Separation Score																	
The calculation of this score is explained in Appendix 8.																	
6. The Summary Score																	
The calculation of this score is explained in Appendix 8.																	
7. The Rank of the Construct based on its Summary score.																	











