THE EFFECT OF "SENSE OF PRESENCE" ENHANCEMENT TRAINING ON SALESPEOPLE PERFORMANCES AND STRESS LEVELS

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Abstract of the Dissertation

The Effects of Sense of Presence Enhancement Training

On Salespeople Performance and Stress Levels

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The purpose of this study was to investigate the impact of training salespeople in activating a higher level of awareness in themselves and in others (defined as "Sense of Presence"). To answer this, research in a sales environment was conducted, training individuals in disciplines of presence.

The Subjects in this case study were 12 salespeople (10 males and 2 females) who underwent training in disciplines targeted to heighten Sense of Presence. These included intrapersonal disciplines (centering and relaxation through breathing, energy potential optimization and goal setting through creative visualization) and interpersonal disciplines (practice in eye contact, active listening and conscious breathing during sales encounters).

Performance variables measured included sales results, number of product demonstrations carried out by participants and closure rates (a measure of salespeople efficiency in closing sales), all within two weeks, one month and three months following the training.

In addition, Subjects responded to three research instruments: 1) the STAI inventory, a self-evaluation used to determine levels of Situational Anxiety, (specific to situations) and 2) Trait Anxiety, a more stable personality characteristic, and 3) an in-depth interview. The latter aimed to collect qualitative data regarding the choice of specific discipline(s) practiced.

Results indicated short-term Situational Anxiety decreases. In particular, those participants who experienced the greater reductions in Situational Anxiety, showed significant increases in sales performances and number of demonstrations performed.

A two-week improvement in closure rates was evident, associated with the practice of interpersonal disciplines. A pre-post three months measurement period showed improvements of 56 % in number of demonstrations, associated with the practice of intrapersonal disciplines. Overall results indicate a 34% growth in the participant's total sales for three months following Sense of Presence training.

These findings are discussed in the wider context of Organizational Change theory.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

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Love and thanks to my parents, Ruth and Aharon, who planted the seeds of learning and had the vision of this completed project.

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To Sorana, my wife who balances me through life.

אוהב אתכם!!!

CHAPTER ONE

Introduction

<u>Statement of the Problem</u>

This study focused on some particular facets of human potential: the depth of one's connection with oneself, with one's unlimited fountain of capabilities and richness and the resulting enhancement of one's connections with others around. It investigated one specific aspect of the unending process of becoming aware of oneself; of others and of the impact they have on each other. The resulting state of mind associated with this process of becoming more and more aware of self and others, has been defined in this study as "Sense of Presence". The different techniques that can be used to heighten it are referred to as "Sense of Presence enhancement techniques". The object of this study was to qualify and quantify some of the observable results of training individuals to gain control over their Sense of Presence. A case study was carried out on salespeople training in the Sense of Presence enhancement disciplines. Pioneer data were collected to verify that such training has indeed individual and organizational results.

On-the-job training for salespeople has traditionally comprised technical knowledge of the products or services offered by their company. Thus, evaluation of such programs dealt with testing their level of proficiency with this material (Kirkpatrick, 1976). As salesmanship characteristics became a popular subject of writing, sales skills such as presenting product or service, dealing with objections, enhancing feelings of confidence and closing skills were included in training (Kinder, Kinder and Staubach, 1981). As a result, during the training process, more emphasis was placed on individual qualities of salespeople themselves and on factors belonging to the interpersonal relationship while the sale is taking place (Castleberry and Shepherd, 1993). A shift in the field's focus of interest seems to be taking place from emphasis placed on skills to developing deep-rooted individual trainee processing. Shatki (1978) notes that in order for a change to take place at the skills - "doing" level, a transformation needs to occur at

the "being" level. "Often people live their lives backwards: They try to have more things, or more money, in order to do more of what they want, so that they will be happier. The way it actually works is the reverse. You must first be who you really are, then do what you need to do, in order to have what you want" (p. 52). This research will put an emphasis on the "being" state of mind and the "doing" associated with that state.

The theoretical literature on salespeople's success emphasizes factors pertaining to the fields of "conventional psychology" and "spirituality". The latter is growing in popularity. Charismatic organizational speakers lecture about (amongst other things), positive thinking and visual imagery (Robbins, 1991), personal mastery and effective dialogue skills (Senge, Kleiner, Roberts, Ross, & Smith, 1994), self-awareness (Reeves, 1994), and development of inner focus (McDonald, 1997), as factors optimizing individual potential.

This study dealt with teaching people to be more in touch with themselves, their thoughts, feelings and emotions. It encouraged participants to be aware of what is occurring around them and to increase their ability to pick up the infinite number of clues that exist in the moment, by being totally in tune with themselves and others. It was about allowing people to realize that being preoccupied with the future, planning and preparing for the uncontrollable or continuously engaging in an internal dialogue in an attempt to understand what has already occurred in the past, inhibits their ability to gain insight into the event taking place at the moment.

This study carried out an organized evaluation of a unique, alternative training program for salespeople. The study was planned so as to collect as much qualitative data as possible about the process undergone by subjects in their fieldwork, in order to assess the impact of individual differences. The necessary quantitative data were recorded to evaluate return on investments for the company.

The central research question of this study looks at what impact does the various ways in which the practice of awareness development techniques, and the ability to be present in the moment, connected to oneself and others, have on salespeople stress levels and sales performance.

It was hypothesized that training in Sense of Presence enhancement techniques through breathing exercises, energizing exercises, creative visualization exercises, eye contact training, and active listening exercises ("manipulated independent variables"), results in decreasing participants' stress levels, while increasing participants' sales performance measures in the short, mid and long- term period. Thus dependent variables measured were situational stress (State Anxiety) and sales parameters (number of sales, number of sales demonstrations and closure rate). A non-manipulated independent variable relevant in this study was Trait Anxiety.

Additional research questions investigated whether one single technique may be more effective than all the others. Alternatively, different people may choose different techniques. In the latter case, the study attempted to categorize the individual parameters and characteristics that lead an individual in his/her choice of Sense of Presence enhancement technique.

Specifically, the research was designed to answer the following questions:

1. Does the training of salespeople in Sense of Presence enhancement techniques reduce   salespeople's levels of stress?

2. Does the training in Sense of Presence enhancement techniques improve salespeople's sales performances in number of sales, number of sales demonstrations and closure rate in the short –medium and long -term?

3. How does the choice of Sense of Presence enhancement techniques made by each individual impact stress reduction and sales performance?

The Purpose of the Study

The results of this study qualifies levels of personal change that can be expected as a result of a unique sales training workshop and quantifies levels of expected performance improvement resulting from such change. The aim of the study was to initiate experimentation where there had been none and to validate "fuzzy assumptions" and theoretical writings on the relationship between consciousness and performance.

The field of individual potential optimization through training in Sense of Presence enhancement techniques is increasing in popularity (Kanhweiler & Otte, 1997). Yet, the scientific and business worlds have not yet given it the attention it deserves. In the sales domain particularly, there is limited empirical data on salespeople training in the above disciplines (Ramsey & Sohi, 1997). The discrepancy between the wealth of theoretical material and the scarcity of research on potential optimization through training in the aforementioned disciplines, is more than an academic consideration: Sales-based organizations offering training programs to their sales forces can spend up to 1.3% of sales turnover on training budgets (Malaysia & Zairi, 1996). Personnel officers and human resource directors are, understandably so, concerned with spending training money as effectively as possible. Managers responsible for companies' budgets have to make vital decisions and allocate company funds and want to rely as much as possible on empirical results.

Managers in the business arena have not traditionally embraced the idea that developing individual human potential is an organizational duty; rather the prevalent idea is that organizations should train their employees in professional skills while the individuals themselves should be responsible for their own "self-growth" (Leigh, 1997). This belief may have been due to the lack of scientific evidence supporting the value of human development in bettering business results.

Recently, more general data on topics such as the positive relationship between general employee welfare and reduced health care costs has been reported (Zieglar, 1997). Managers have become more open-minded to the idea of enhancing their employees' general well being and attending to the spiritual dimension of their workforce. Some have even begun taking purposeful steps in this direction, understanding that providing the workforce with added value growth training is the first step toward human potential optimization (Barrett, 1998; Leigh, 1997). Nevertheless, decision makers still need to be convinced that individual self-growth programs would also add value to the company (Butler, 1996).

In general this study can contribute to the quality of work life, increasing sales people's awareness to what is happening, understanding the interdependencies, and better connecting to people and situations. In the broader context, it can promote the idea that learning to be in the moment carries more strength than knowing a specific sales technique.

This study dealt with the sales environment because of its concrete and measurable qualities. A contribution in this field is perceived as extremely relevant to the business world. But the implications of the results have far greater value in the field of human interactions and relationships. Breathing, eye contact and active listening are core skills of human connection and carry with them the potential to enhance overall well being.

This study strongly indicates that individuals who learn, practice and implement SOP disciplines, will not only deliver better sales results, but also experience decreases in stress levels. Wider implications show that spirituality in the narrow context of this study ("Sense of Presence"), is related to ongoing success in the business world. Learning the discipline and methodologies of Sense of Presence may balance the need to train one's know-how, shifting the emphasis to "being here", thus saving on time and resources. A significant contribution of this research is the ability to translate spiritual lingo into practical manipulations impacting the business world. This is potentially the" state of the art " in human potential optimization.

Definition of Terms

Awareness: any perception (Helminski, 1992, p. 176).

Being: The creative potential of essence behind existence: the "is-ness" that contains all potential qualities (Helminski, 1992, p. 176).

Consciousness: the degree of awareness, inner and outer, on as many levels of experience as possible; a comprehensive awareness that encompasses thinking, feeling, and bodily sensation without being limited by them (Helminski, 1992, p. 178).

Energy: Vigor, force, activity (Webster's New Dictionary, p.130).

Meditation: Listening within; a function of consciousness, not intellect (Helminski, 1992, p. 179).

Motivation: that which makes a person act in a particular way. (Webster's New Dictionary, p.252).

Presence: "The quality of consciously being here. It is the activation of a higher level of awareness that allows our other human functions – such as thought, feeling, and action – to be known, developed and harmonized" (Helminski, 1992, p. 179).

Stress: strain, impelling force (Webster's New Dictionary, p.363).

Train: Cause to grow in a particular way, educate, instruct, exercise, aim, (Webster's New Dictionary, p.384).

Limitations of the Study

Data for the proposed study were collected in a sales-oriented organization. Salespeople from the organization underwent a specifically designed program to address the dimensions of the problem as described above. Application to other organizations or work environments may be limited. In this study, a small group has undergone a set of interventions planned to foster personal change. By definition, for any significant individual change to occur, the size of the group must be small. This factor is a limitation in itself, as results cannot be readily generalized. This path was nevertheless chosen, because of its pioneering nature. Preliminary qualitative results obtained together with quantitative ones, may lead to further research in this domain.

Finally, self-evaluation measures of stress have been used, thus limiting generalization to unreported stress phenomena. An additional limitation is that self -evaluation (in the form of in-depth interviews) was the primary tool used to determine which technique had the most direct impact on each participant.

CHAPTER TWO

Review of the Literature

<u>Training Programs in Organizations</u>

<u>Benefits of Training</u>

Training costs represent significant portions of organizations' budgets: many resources are spent to improve performance and" beat" the competition (Stamps, 1997; Aaron, 1996; Piercy, Cravens & Morgan, 1996). In a survey of *Fortune 500* including over 500 human resource directors, it was reported that by the year 2005 the half-life of skills would average one to three years. Under these conditions, continuous training will become vital to companies not only to manage change but also to lead it (Laabs, 1996). The terms "pay forward" and "pay back" of training programs have become common terminology in organization meeting halls. The former relates to long-term benefits such as identifying more closely with company's objectives and better team or individual behaviour. The latter represents the conventional concern of measurable financial return (Pollitt, 1996).

Over the last three decades, trainers and managers have expressed a growing interest in the evaluation of training programs (Maynard, 1993; Dionne, 1996). Peterson & Smith (1995) have shown that sales managers in industrial and consumer goods companies, both small and large, exhibit similar perceived importance of training topics. Buzzotta, Lefton, Karraker & Sherberg (1974) describe in detail the widely accepted approach to sales training whereby: results and process are inseparable, training is done systematically, each element of the training is relevant to the sales personnel's work and non-work experience and diagnoses of the weaknesses is accompanied by specific instructions to remedy. Techniques taught during training should be easily applicable and follow- up should be easily managed by the salespersons' themselves. Management must get a clear picture of the program's results, which should be easily

measurable. Additionally, on-going research needs to be conducted to insure that companies are getting satisfactory return on their investment. Still, there remains a great deal of research to be carried out in the realm of sales training (Honeycutt, Ford & Rao, 1995).

<div align="center">Components of Training and Evaluation</div>

Kirkpatrick (1976, 1987) laid the historical foundations of a basic four-level evaluation model of the training process. His model was one of the major tools for planning and implementing human resource development, which has used by multitudes of personnel officers and trainers (Kirkpatrick, 1996). Firstly, **trainee reactions,** is a measure of what participants feel concerning the different components of the training program – from the subject taught and the facilitator who ran the sessions, to the process of teaching itself. Positive trainee reactions are important as they somehow reflect the level of motivation and commitment to the process. The second level, **learning**, is a measure of skills or knowledge acquisition. Since the main objective of training is to improve the trainee's knowledge base, measurement on the second level is paramount to the training evaluation process. On the job concrete manifestations that learning has occurred and has been properly transferred to the desired situation are expected. This is the third level where **behaviour changes** are measured. On the fourth and final level, the relevant organizational **results** are measured and two kinds of trends are expected: an <u>increase</u> in the various measures of organizational success, i.e. increase in sales, profits, productivity and quality and a <u>decrease</u> in impeding factors such as employee turnover or costs.

<div align="center">Sales Training</div>

In sales oriented organizations, training programs are daily routines and their contents have traditionally followed Kirkpatrick's model, focusing on products or service knowledge (Kinder, Kinder & Staubach, 1981). Training was perceived as the acquisition of specific skills. Trainees learned how: 1) to identify client needs and then present the products or services accordingly, 2)

to deal with objections and close a deal (Bryer, 1987; Rackham, 1988), 3) to identify a client's style and present accordingly, 4) to identify the true power points in the organization - the real decision makers and present to them (Miller & Heiman, 1985) and 5) to use an "add-on" technique (Warren, 1978). Karp (1974) warns about a prevalent attitude of learning in a "mechanistic way". He suggests developing an "alternative" approach to training salespeople that would take into account their individual characteristics and the particularities of each sales encounter. He notes that it is pointless to teach salespeople an array of automated skills, because no two sales encounters are the same. On the contrary, each particular interaction between a salesperson and a customer is unique. Thus highlighting the need to deepen the training scope beyond Kirkpatricks' four levels.

Theoretical contributions toward the development of more comprehensive training evaluations included, in particular, concepts from the domain of affective (attitudinal and motivational) learning outcomes (Kraiger, Ford & Salas, 1993). This recognition reflected the findings of Shakti (1978) that for the above "skills" to be mastered, some deeper individual mechanism had to be activated. In order to bring about these skills during training sessions, a change of attitude and state of mind needed to occur: elements such as openness, sensitivity, intuition and creativity came to be recognized as key. The challenge was to connect to those authentic states of mind that would support work at these levels and leverage them towards potential optimization (Lindsay, 1995). In the sales arena, this would mean overcoming those artificial states of mind where, for instance, we have to put on masks and play roles and pretend rather than just be truthful (Hopkins, 1982). Indeed, in the past decade, salespeople have made great efforts to shed the slick salesman stereotype: true concern and attention to client needs have become essential. (Myerson, 1996)

In order to connect with one's true state of mind, one needs to become aware of oneself, the other individuals in one's environment and the impact they have on each other. An important underlying concept of the aforementioned processes pertains to the spiritual domain (Helminski, 1992). Such attempts to create real change must attend to higher levels of the individual's

worldview, in particular the Sense of Presence. This is defined as a state of awareness in which the individual uses sensory channels to identify and modify the quality of one's experience, with appropriate reactions to the surrounding circumstances.

<p align="center">The "Sense of Presence"</p>

> "Beyond the narrow band of awareness that has come to be accepted as the conventional state of consciousness is a faculty that is the master key to unlocking our latent human potential […] for the purpose of our reflections I shall call it *presence.* […] Presence signifies the quality of *consciously being here*. It is the activation of a higher level of awareness that allows our other human functions – such as thought, feeling, and action – to be known, developed and harmonized. Presence determines the degree of our alertness, openness, and warmth […] we can learn to activate this presence at will" (Helminski, 1992, p. viii).

In other words, self-awareness is concerned with the investigation of one's higher self, with the discovery of information about oneself that had been heretofore hidden. These insights endow us with a sense of peace and inner fulfillment. People or external events can guide the quest for self-awareness, but the individual is in charge of piloting it. Once on this track, one's interaction with one's surroundings is dramatically modified (Dyer, 1991). Sense of Presence enhancement moves along a continuum as a result of the never-ending quest for self-awareness. This may in turn result in a greater mindfulness of one's surroundings, and may manifest itself by developing new depth in one's interactions with others.

This process is connected to Covey's Seventh Habit of Success (1989) "Sharpening the Saw". It allows the individual to integrate all other habits of success and balance between the inner self and interpersonal levels. "[It] are the principle - and the process - that empowers us to move on an upward spiral of growth and change, of continuous improvement." [p. 304]. The act of "sharpening the saw" not only enhances the individual's performance on a specific task, but also their performance in the interpersonal world.

What are the possible ways to achieve an enhanced level of Sense of Presence? Six Sense of Presence enhancement processes were examined. The first category belong to the "intrapersonal" domain, that of the "inner self". On the individual level, there are three types of actions that one needs to perform on the way to enhanced Sense of Presence: **centering** actions (through specific breathing exercises for instance), **tapping** into one's energy potential and **goal focusing** (through visualization exercises). Interpersonal variables, on the other hand, deal with the individual's energy toward the external world and are aimed at consolidating interpersonal interactions. The three processes that were reviewed represent the basis for interpersonal interactions: **deep-breathing** episodes as milestones in an interaction, **active listening** and **purposeful looking**.

In the following paragraphs, each of the Six Sense of Presence enhancement processes will be examined. For each process there is a review of the theoretical background, a description of how the process has been included in sales force training programs, and a presentation of experimental findings whenever possible.

<u>The "intrapersonal" or "inner self" level:</u>

The very first step in a process involving change is necessarily a process of focusing inwards and observing one's life and habits. This process, Covey (1989) called "examining our paradigms"

> "We are not our feelings. We are not our moods. We are not even our thoughts. The very fact that we can think about these things separates us from them and from the animal world. Self-awareness enables us to stand apart and examine even the way we "see" ourselves - our self-paradigm, the most fundamental paradigm of effectiveness. It affects not only our attitudes and behaviours, but also how we see other people. It becomes our map of the basic nature of mankind. In fact, until we take how we see ourselves (and how we see others) into account, we will be unable to understand how others see and feel about themselves and their world. Unaware, we will project our intentions on their behaviour and call ourselves objective. This significantly limits our personal potential and our ability to relate to others as well. But because of the unique human

capacity of self-awareness, we can examine our paradigms to determine
whether they are reality- or principle-based or if they are a function of
conditioning and conditions"   [p: 66-67]

Covey described the domains in which one begins the investigation of inner paradigms: the physical domain (breathing, body awareness and stress management), the mental domain (planning and visualizing) and the spiritual domain (commitment and meditation related state of mind).

1. Centering on oneself through breathing methods

The first step in developing and increasing Sense of Presence is to isolate oneself from the flood of stimuli in the surrounds in order to become conscious of the present moment. The difficulty lies in exercising our mind to stop its constant movement back and forth in time. One's mind is never at rest; instead it is constantly reviewing or attempting to anticipate. Remaining in the present is an extremely difficult task, which needs exercising. Dyer (1995) describes the unceasing internal dialogue as an "inner frenzy" [p.154] and reckons that the ability to shut off the flooding of one's own mind is the first step on the way to self-awareness.

"When the mind stops functioning, immediately, the whole energy moves towards the heart. When the mind is not functioning, the heart functions. When the heart functions, only then can something be taught to you" (Osho, 1976; p.4). This is best done through focusing inward, being aware of one's body and breathing, relaxing and gently observing one's thoughts without being attached to them. The methodology of using breathing for this purpose is well documented. Transactional analysis therapists use breathing as a main centering method, in the process of systematically reconnecting individuals with their bodily functions (Steiner, 1975). Breathing is an appropriate approach because it is both involuntary and under voluntary control. Involuntary breathing is a reflection of internal states, for instance when in fear, one's breathing patterns change dramatically. Most people take short frequent breaths

and the resulting bodily state is one of chronic under-oxygenation. Concentrating on breathing deeply and controlling one's breath results in unusual amounts of oxygen being driven into the blood stream and eventually into the cellular tissue of the whole body, thus energizing it.

Literature on sales and salespeople has not yet been published investigating the impact of breathing methods upon sales performance. In this study, breathing techniques were taught as parts of two distinct methodologies. Firstly, breathing was used on the individual level, as a method for centering or as Dyer calls it (1995) a means to "keep your mind from chattering away ceaselessly". To achieve this, one becomes a "witness" to one's own breath. When thoughts reappear, they are just a reminder to concentrate on breathing in and out. Secondly, breathing was used to help participants raise their level of effectiveness to connect to others. This will be explained below.

2. Getting in touch with one's full energetic potential: the power of tension

Eastern philosophies have elaborated on the energy centers of the body, using concepts such as charkas, meridians or yin-yang (Wauters, 1996). Blocks along these energy channels result in imbalance. Eastern writers have described various energy-enhancing methods, amongst them, Osho (1976) stresses that exercising "presence in the moment" helps one to tap into unknown sources of energy. One's ability to channel this energy into a constructive, result-driven direction depends on the intention focused on.

In the past decades, the subject of human energies has gained popularity, attention and respect in the Western world. Wilson (1998), for instance, has written that individuals can become aware of their vital energy, gain control over it and eventually redirect it. The experience of shutting down the inner dialogue allows one to connect to one's ultimate internal energy balance, juggling between peaceful and serene energy (Dyer, 1995) and passionate energy (Katz, 1982).

Peak performance expert Tony Robbins (1991) believes that energy levels can be enhanced or decreased by simple thought. During his famous workshops, participants exercise and learn to control their energy levels ranging from complete apathy to total passion. Exercises are designed to increase participants' awareness of the control they can choose to have over the amount of energy they exhibit in a given situation. Through a simple manipulation, such as an instruction to "sell with boredom" or, on the contrary, to "sell a product with total excitement", participants learn that their tone, body language and verbal creativity can be easily manipulated and achieve significantly favourable results. A variety of means are employed to achieve these spectacular transformations in energy: music, laser shows, group massage, stretching and jumping, all are legitimate and successful means to control the level of energy available for influence and need satisfaction of another. Robbins has successfully used these techniques to show salespeople how they can more forcefully and effectively communicate messages about their products or services (Robbins, 1991). For Robbins, body energy stems primarily from one's mind: it is there that one will make the initial decision to succeed and release the formidable human power at one's disposal.

3. Goal focusing through creative visualization and autosuggestion: the power of intention

On the road to becoming masters of one's destiny, the first, and perhaps most crucial step, is to identify what one wants to achieve, to delineate some of the major definite purposes and to make a conscious decision that one wants to achieve one's goals. Brian Tracy (1991), a world famous motivational speaker, adds that this may seem simple, trivial or obvious; nevertheless, this is the stage at which most dreams fail to take off. The second step is to list all the reasons WHY one wants to achieve this goal; the more reasons, the higher one's internal motivation will be.

Chopra's Fifth Law of Intention and Desire states the following: inherent in every intention and desire is the mechanics for their fulfillment. (1997). Quantum physics claims that nature is

made up of energy and information. Conscious transformation occurs through attention and intention. Attention provides energy and intention creates change. Anything that one pays attention to will increase while withholding attention will cause it to decrease. Intention, connected with a direct passion, will tend to arrange the physical reality in the spirit of the quest. The above findings lead to the development of an additional method to capture the power of the mind: Creative Visualization. This technique uses one's imagination to facilitate what one wants. The energy in nature is vibrating at different rates of speed, and thus has different qualities, from thinner to denser. We are energy, (and everything around us.) Energy of a certain quality or vibration tends to attract energy of a similar quality and vibration. Thoughts and feelings have their own magnetic energy, which attracts energy of a similar motive and rejects a different kind of energy. Viewing the sales episode as an interaction between different energies, attracting or rejecting each other, can result in extremely useful and novel insights. The necessary elements needed to achieve successful creative visualization are: 1. Desire: "I/we truly, in one's heart, desire this goal to be realized";

2. Belief: "We believe that it is possible to realize or attain the goal"; and 3. Acceptance: "We are willing to accept and have what we are seeking and are not only interested in the process of pursuing" (Shakti, 1978). The sum total of all this is intention: to be in touch with one's power and to make things happen, must come from one's "source" which is the supply of infinite love, wisdom and energy in the universe. In his best selling novel "Celestine Prophecy", Redfield (1994) popularized the power of channelling energy towards coincidences, thus creating in one's life desirable manifestations.

 Gary Zukav described in the "Dancing Wu Li Masters" book "what is out there apparently depends, in a rigorous mathematical sense as well as a philosophical one, upon what we decide is there. The new physics tells us that an observer cannot observe without altering what he sees. You can decide what is in here by facing in a new direction" (p.25).

While at some time or another, all sales people experience a sales "slump", one major factor of sustained top sales performance is the establishment of purpose, goals and focus (Connor,

1995). Monoky (1996) notes that the relationship between goal setting and success in sales is widely supported in the literature and further adds that the process of setting goals and achieving them is part of a wider self- awareness development process. Locke & Lantham (1990) have clearly shown that the mechanisms that underlie goal-setting actions are the very ones that characterize motivated behaviour: direction, arousal, and strength of effort. The empirical evidence they have collected indicates that individuals that set clear goals subsequently invest effort and perform at a higher level to attain them, thus displaying high levels of intrinsic motivation.

Stathakopulos (1996) also stressed the importance of salesperson motivation on their sales performance. In their studies on empowerment they found evidence that feelings of empowerment (viewed as a multidimensional construct including autonomy, competence, meaningfulness and impact) differentially affect intrinsic motivation (Gagne, Senecal & Koestner, 1997). Even a limited level of empowerment, such as allowing employees to schedule their own training, resulted in increased employee satisfaction with the training and enhanced motivation toward a future organizational transformation (VonDran, Kappelman, & Prybutok, 1996). Kinder, Kinder & Staubach (1981) write "there is no common law by which you can achieve selling success without first expecting it. Great selling results are produced by perpetual expectation of attaining them. Despite natural talents, expanded through training and education, selling achievements will never rise higher than the expectation. People can who think they can. People can't who think they can't" (p. 26).

On the individual level, the various ways to achieve one's goals make use of the power of the mind in one way or another. Famous authors have written on the transformative power of faith and desire translated into a programmed thought. Once a clear understanding of what it is that one wants to achieve is made, one can, through controlling thoughts and emotions, eventually produce the desired reality. Napoleon Hill, in his famous bestseller "Think and Grow Rich"(1966), speaks forcefully about the power of autosuggestion and mastering one's mind. He

provides numerous examples of very successful people who have achieved success by disciplining their minds to focus clearly and favourably around the goals they wished to achieve. According to him, one can achieve anything one desires with the right Positive Mental Attitude. On the other end of the spectrum, a careful investigation into the lives of people experiencing repeated failure, shows that a strong Negative Mental Attitude backs up their belief system - they had prior certainty, conscious or unconscious knowledge, of the failures to come: Negative Mental Attitude has a demonstrated power of equal force to Positive Mental Attitude. The point behind Hill's writings is that we control which force we decide to use. Neither failure nor successes are accidental. Hill's observations are supported by academic investigations of, for instance "Leadership and expectations: Pygmalion effect and other self fulfilling prophecies in organizations" (Eden, 1992), which are reminders that principles underlying ancient mythology are still at work today and that managers' expectations of employee performance have a high probability of happening.

Hill published the following verses on the laws of autosuggestion:

"If you *think* you are beaten, you are,
If you *think* you dare not, you don't,
If you like to win, but you *think* you can't,
It is almost certain you won't.

If you *think* you'll lose, you're lost,
For out in the world we find,
Success begins with a fellow's will -
It's all in the *state of mind*.

If you *think* you are outclassed, you are,
You've got to *think* high to rise,
You've got to be *sure of yourself* before
You can ever win a prize.

Life's battles don't always go
To the stronger or faster man,
But soon or late the man who wins
Is the man WHO THINKS HE CAN!"

Until now, the study has examined how to better get in touch with oneself. This process paves the way to getting along better on the interpersonal level (Peck, 1978).

The interpersonal level

In the past two decades, Neuro-Linguistic Programming theorists (Dilts, Grinder, Bandler, Bandler & Delozire, 1980; Bandler & Grinder, 1979) integrated a body of knowledge from various theoretical branches of psychology into a novel technology. This new technology aimed at organizing information and perception collected through the five senses, leading to a "re-programming" process of the individual toward performance improvement. These authors report numerous individual cases of change. Their workshops include intensive training on the quality of listening and the study of eye movement during communications.

While some authors focus on specific salespersons qualities, such as their cognitive style and how the latter influences their orientation toward the customer or toward the sale (McIntyre & Meloche, 1995), other authors, such as Buzzotta, Lefton, Karraker and Sherberg (1974), characterize into categories. They believe that a theoretical basis as such provides the salesperson with a coherent map that can be used to understand and predict the customer's attitude, thus enabling them to close more deals.

However, the strongest trend in the sales training field stresses the importance of the salesperson-customer relationship as a whole (Stathakopulos, 1996). Salespeople trained in interpersonal skills better understand customers' specific needs (Greenberg, & Amabile, 1996). They can for instance, identify earlier in the relationship each customer's individual style (Bogdanoff, 1996). This early observation allows them to approach each customer in a different way.

To further sharpen salespeople's sensitivity to customer needs, some sales trainers even enroll customers as part of the training program (Keenan, 1994). Underlying a salespersons' ability to develop satisfying relationships with his/her customers and identify their needs, are components of the relationship that pertain to what unspoken messages they emit toward the client *vis-à-vis* their body language. In order to pick up and utilize these messages, one needs to maintain a high level of alertness during the sales interaction, as well as be extremely attentive to the individual that one wants to influence. Accordingly, maintaining continuous eye contact, while actively listening to the other individual, are critical in achieving success.

1.Focussing on the interaction through breathing

Upon inhalation, new air circulates into one's internal world, and when it is exhaled, air returns to the outer world. However, according to Suzuki (1970), there is actually just one whole world, with the throat acting as a "swinging door". Awareness of one's own breathing process in this context, is awareness of one's connectivity to others. This awareness is different from the usual dualistic, "good and bad" or "you and me", understanding of the world. Osho (1976) sees breathing as a parallel to respectively giving and receiving, thus tying the two facets of human interaction into the same process. The more that is given, the more space is opened to receive. Wanting to receive more would necessarily imply the need to give more. According to him, it is only at the moment of total giving that there is total acceptance of oneself and the other.

In this study, breathing techniques were taught as parts of two distinct methodologies. Firstly, breathing was used on the individual level, as a method for focussing. Secondly, breathing was used to help participants raise their level of effectiveness in the connection between themselves and others. Rechtschaffen (1996) describes in detail how the action of taking a deep breath at the onset of and during social interaction has very positive effects on the results of the interaction. On the wider societal level, various cultures have their own symbolic way to acknowledge the deeper significance of the breathing action. In the Hawaiian culture, for

instance, the Aloha greeting which is the exchange of air between two greeters is recognized as the acceptance of the connection between them (Pearsall, 1997).

As mentioned in the previous paragraph, literature on sales and salespeople interactions with customers does not yet mention the subject of breathing methods, further reinforcing the need for some pilot investigation.

2. Eye contact

The Learning Organization Group emphasises "Team Learning" as one of the five disciplines of a lifelong program of study and practice. In the dialogue discipline sections of their work, they note that eyes operate at the speed of light. This is far faster than the speed of sound that the ears can hear: it is thus the very first source of information that one captures.

The experimental data collected by the NLP theorists shows that 40% of the population learns preferentially through the visual channel, another 40% learn better through auditory channels and the remaining 20% through the kinetic or body movement channels. Eye contact is important along two dimensions: firstly, it allows the observer to collect vital information about the individual on whom he is focusing. The NLP theory presents this data in unique ways and is backed up by a considerable body of research. It proposes that the direction one's eyes are aimed indicates which sensory channel one is drawing from during their thought process. For instance, a person whose eyes are looking upper left is seeing an image from their past; looking down to the right means the person is feeling a physical sensation. Observing the direction of eye movement provides precious information about the person's inner world. The additional contribution of the NLP researchers shows that by disciplining the direction of one's eye contact, one can change one's internal state of mind. In an extensive review of empirical research on NLP, Bolstad (1997) documents how experimental manipulation of the eyes changes internal states in conditions varying from phobias, traumas and allergies to dimensions of interpersonal communication.

Organizational theorist Ichak Adizes (1992) argues that eye contact is a powerful tool to find out the depth and quality of one's dialogue partner's attention. The absence of eye contact

indicates that people are caught in the web of their own thoughts. They are, in fact, listening to someone "more important"- themselves. In a team problem solving process constructed by Dr. Adizes, the participants sit in a circle with no obstacles between them, to ensure clear eye contact. When eye contact is made, one becomes more aware of the emotions and ideas conveyed by the speaker.

There has been a significant amount written and some research, primarily on the NLP approach, regarding eye contact. While thus far most of the writing has focused on the ability to understand the nature of thought in one's mind or to enhance "paying attention", there are reasons to believe that eye contact is a more universal component of human connectivity. When two human beings share a moment of total in-depth eye contact, they are, for that moment, and at times even beyond that moment, connected. The nature of this connection is hard to define and surely very difficult to research. One sees the impact of this kind of eye contact in the loving eyes of a mother, passionately focused on the eyes of her baby. In those eyes there is more than just attention to details, there is expression of joy, love, recognition, empathy and caring. It is in that moment that the baby receives total reassurance and is completely accepted. It is through those eyes that a child begins the journey of forming their self-identity in the eyes of another (Chopra, 1997). From this point on, one continuously searches for reassurance and gives it to others through focused, non-threatening eye contact. In developmental psychology theory, a great deal of importance is put on the stages of development of trust. Erickson's (1963) first stage of human development can result either in trust or mistrust in others. The resolution of that developmental stage is strongly founded in the infant-parent relationship. The reassurance of the basic confirming emotions is strongly supported by positive eye contact. Thus it can be argued that strong positive eye contact will continue to be instrumental in developing a sense of caring, empathy, understanding and ultimately trust. It is important to state that in this context, eye contact is not a mechanical manipulation, but rather an authentic manifestation of a connecting state of mind. It is not the "doing", but rather the "being" level that can transmit the desired sensations. As the French philosopher Sartre put it (1947), "I exist in the eyes of others".

In the research of communication in the sales environment, the value of eye contact is frequently mentioned. In most cases, it is in the context of providing encouragement for the buyer to speak more, using non-verbal cues to show an interest in hearing more and projecting a sense of empathy (Wolff, 1983). In their research questionnaire, Ramsey & Sohi (1997) defined keeping firm eye contact as the primary source of information the client uses to determine a sense of attention. Studies in the sales domain add that visual channels help to identify customer needs. Metcalf (1997) offered a set of recommendations designed to improve salespeople's diagnosis of client needs. Among these were a) the quality and quantity of eye contact during the sales call: too much or too little is detrimental and b) focusing above the other's eye level is more effective in controlling the situation.

Castleberry & Shepherd (1993) reported that eye contact during communication is an additional way to express interest in the speaker and the speaker's message. Their study relates in great detail the different characteristics of the seller-buyer relationship. In particular, they note that those salespeople best able to pick up non-verbal information (visual) from the situation are also generally good listeners. These authors have conducted an extensive review of the existing literature on listening skills and performance in the personal selling context.

3. Active Listening

"By far the most important way in which we can exercise our attention is by listening [...] Listening well is an exercise of attention and by necessity hard work. It is because they do not realize this or because they are not willing to do the work that most people do not listen well" (Peck, 1978; p.121).

Osho (1995) observes a clear tendency for people to not really listen. Instead, when people are "posing" as though they are listening to each other, they are just mentally reviewing what they want to say next, and waiting for the appropriate moment when they can take over and start talking. Dyer (1995) describes active listening as a process in which we learn to focus away from ourselves by concentrating on what the other person is saying and feeling and then responding

with a sentence that begins with "you" rather than "I'. The experience itself is, according to him, an extremely rewarding and powerful one. By allowing oneself to be truly and totally attentive, without being preoccupied by one's own reaction to what is being said, one can benefit from a deeper understanding. In that moment, one can listen to the impact that the word and the meaning as a whole have on you. Without the need to react immediately, one allows a deep process of the multidimensional elements of communication to occur: verbal, non-verbal and others.

Covey's concept of empathic listening (1989) emphasizes penetrating the other's frame of reference and paradigm and understanding how they feel and view the world. It is about understanding someone both intellectually, as well as emotionally. By doing so, one gives the other "psychological air", satisfying their need to be understood, affirmed, validated and appreciated.

In addition to the primary need for physical survival, is the need for psychological survival. Communication experts have ascertained that messages are conveyed not only by words, but also by sounds, tones and most importantly, body language. "In empathic listening, you listen with your ears, but you also, and more importantly, listen with your eyes and with your heart. You listen for feeling, for meaning. You listen for behaviour. You use your right brain as well as your left. You sense, you intuit, you feel" (p. 241).

On the organizational level, Adizes, in his book "Mastering Change" (1992), equates mutual respect with an environment in which people learn from each other. A structured process has been identified in order for that to take place. This process, similar to the one practiced by Native Americans in their gatherings, allows each individual the right to speak, manifested by holding a stick. The group sits in a circle (for discussion). Every member can speak until they have finished and then pass the right to speak to the person sitting on their right, by handing them the stick. This process, which starts as a mechanical one, ends up an organic group consciousness of equals. Organizational learning theorists similarly emphasized team learning through dialogue and built a number of exercises to practice in organizations, whose ultimate purpose is to maintain "collective mindfulness" (Senge, Kleiner, Roberts, Ross & Smith (1994), p.359).

Books on sales self-improvement such as "Winning Strategies in Selling" (Kinder, Kinder, & Staubach, 1981) emphasize listening to the prospect as a key factor in successful salesmanship. "Learning to listen and listen to learn" are means to show the prospect that one is genuinely interested in his/her situation while providing the salesperson with vital insights on the prospect's needs. Most of the literature available in the sales domain is written anecdotically, in essay form for professional publications. It is very rich in content form but lacks empirical support. Marchetti (1996), for instance, relates how an individual trained in the above interpersonal skills is able to adapt his/her body language to that of their prospect. It is widely recognized that inflection (related to the auditory channel) and body language (related to the visual and kinetic channels) are major elements in the closing of sales. Some writers estimate that theses factors are as high as 93% of what influences the customer in his final decision (Trumfio, 1994). To allow salespeople to develop their intra and interpersonal skills, the training director of a nation-wide sales organization provided drama classes for its representatives. A significant benefit in performance was recorded after such classes, as sales increased by 25% (Campbell, 1997). Metcalf (1997) specifically recommends training in effective listening for salespeople. In his experience, salespeople who want to become more effective listeners, should relax, be aware of changes in speed and tone of the customer, pause, make a determined effort to block out external and internal distractions, visualize success and finally, verbalize.

In their literature review on empirical studies on the topic of effective listening of salespeople, Castleberry and Shepherd (1993) reported that effective listeners were able to separate their emotions from the specific sales situation, so they would not interfere in the encounter. In addition, they developed a superior ability to concentrate that could be applied when necessary. In 1997, Ramsey & Sohi published one of the few detailed empirical studies in this domain. They reported that effective listening significantly improves salespeople's results and that this skill can be learned and improved upon. They showed that customer reports on their perceptions of "salesperson listening" played a critical role in enhancing their trust in the salesperson and strengthening the fabric of their future interactions. They concluded that training

programs should address the three dimensions of listening - sensing, evaluating and responding – and that specific interventions should be designed to improve on each of these dimensions. Firstly, work on concentration skills could improve the sensing dimension. Secondly, work done by trainees on the ability to dissect a message and determine its hidden meanings could have a beneficial effect on the evaluating dimension. Finally, exercises in communication skills could improve the responding dimension, documenting how a careful listener gathers valuable information that can be used afterwards for creative problem solving. They recommended that the above skills be taught in small groups through role-playing and other experiential learning.

In light of the aforementioned studies, it is realized that listening and looking are two closely intertwined mediums through which human communication is channelled: visual and auditory attention. While most of the reviewed studies presented thus far focus on the importance and value of listening to include sensing, interpreting, evaluating, responding- and looking, the unique contribution of this study is on the "state of mind "of the listener. In order to be totally focused and attentive to the other person, the listener must be free from listening to his or her inner voice, to be released from distractions, judgements, expectations, pre-conceived notions, i.e. to be totally in the moment, connected to the other person.

Successful salespeople must possess the discipline that Peck (1978) calls "bracketing"- the temporary giving up or setting aside of one's own prejudicial frame of references and desires, in order to relate to what the customer is saying and not what they themselves instinctively want to say. They are able to capture what is being communicated on the verbal, emotional and spiritual level by "setting themselves aside".

> "Why can't you see? - Because your eyes are filled with many thoughts. Just as if the sky is covered completely by clouds in the rain, you cannot see where the sky is: when thoughts are too many, floating in your eyes, you cannot see. [...] Be silent, first attain to silence, then your word carries a tremendous force and energy: then whatsoever you say or don't say has significance; every gesture of yours is a poem. Even if you sit silently you release a tremendous energy around you - it is

a communion. [...] Then by and by, the more you become aware, the more words disappear, and clouds disappear. And when the inner sky is without clouds, when your eyes are without words and thoughts and your mouth is filled with silence, then... then you have eyes, then you have ears, then your senses are completely vacant. They are vehicles, mediums. Then communication is possible." (Osho, 1995; p. 174-175)

The methodologies practiced in this research were designed to bring the individual to full attention to that one unique moment: the present.

Individuals' quests to deepen their sense of presence through work on intrapersonal and interpersonal domain is, no doubt, beneficial to them, as seen above. What then are the potential benefits to the organization in SOP training?

Expected Beneficial Effects from Sense of Presence Training

Renowned organizational speakers consistently emphasize the importance of factors borrowed from the spiritual domain (Boehlke, 1996; Brandt, 1996; South, 1996; Rutte, 1996; Peters, 1995; Chappell, 1993; Capra, 1984). Richard Barrett (1998), a former consultant to the World Bank and organizer of the World Bank's First International Conference on Ethics, Spiritual Values and Sustainable Development, believes that the first stage of leadership training should emphasize the search for balance in the four dimensions of life: emotional, physical, mental and spiritual. His model identifies seven levels of organizational awareness, parallel to seven levels of leadership awareness that tie individual self-growth to sustainable success of the organization. For Adizes (1996), an organization's awareness is the precondition for positive change and growth. As levels of awareness rise in the company, people become conscious of their surroundings, are able to accept differences of opinions and personal styles and thus learn from one another. Those companies which foster such learning, or which learn to do so in the process of organization therapy, are best equipped to deal with and lead change, attain a state of prime and remain highly effective and successful. Beneficial results from training in the Sense of Presence techniques are expected to begin at the individual level and spread to the entire

organization. Individual results are to be expected on two levels: stress reduction and increased performance, the sum of which will eventually increase organization results.

1. Stress Management

In 1956, Selye popularized the notion of a "general adaptation syndrome", which included a number of physiological responses that appeared to occur in all types of emotionally arousing situations or stresses. Physiological responses characteristic of stress included increased breath and cardiac rhythm, initiated by the autonomic nervous system. Intervention directed directly to these physiological responses, was shown to decrease the subjective experience of stress. A 1996 survey directed by the British government showed that occupational stress was the major health and safety issue in most sectors of the workplace, affecting workers across all sectors. The damage done by lost working days due to stress, added up to the astronomical sum of 40 million pounds in the UK alone (TUC Survey of Safety Reports). These findings were reinforced by extensive reports of the Sunday Times (Rees, 1997), which reported that as many as 60% of all employees suffer from a stress-related ailment at some point in their career, and added that the true figure was sure to be higher because "many sufferers shy away from speaking out ". Stress related ailments and missed workdays translate into reduction in output and performance, loss of motivation, erratic timekeeping and poor decision making, among other things. The reports stress the necessity for companies to introduce stress management courses to help individuals diagnose their own stress syndromes and learn techniques to cope with them.

In a recent Forbes article (Merelman, 1997), CEOs from major companies interviewed recognized that stress management is a major issue in today's companies. Human resource managers are looking into a wide scope of stress-alleviating techniques, including those offered by "alternative" medicine (Butler, 1996) because of the widespread view that stress negatively influences organizational results. In addition, relaxation, communication skills development, positive thinking, training in the full enjoyment of one's senses and the practice of related mind-

body therapies are, on the whole, not only beneficial to companies because of employee well-being, but they actually decrease health care costs by an average of 33% (Ziegler, 1997).

Organization development theorists, Levy and Merry (1986), documented how the processes of raising and changing consciousness during management workshops have facilitated organizational changes, using methods such as deep relaxation, meditation, visualization, guided imagery and grounding, stemming of psychology such as Gestalt theory. From various theoretical branches

Bourner (1996) defined effective management in terms of the added value that the latter contributes to the company. His inquiries into the matter lead him to conclude that the development of a manager's self-awareness has a definite beneficial impact on the success of the organization. Managers so trained have been shown to access "hidden" internal resources in times of crisis, are better able to correct their weaknesses, and generally are more creative problem solvers.

Smith, Amutio, Anderson & Aria (1996) reviewed an extensive body of literature on relaxation methods and concluded that breathing and visualization exercises can be shown to raise one's levels of awareness, so one can see the world with "clearer focus" and lower self-conscious concerns about personal doubts, so one can feel "energized" and "strengthened". "Being in the moment" is Rechtschaffen's (1996) answer to stress control: "in the moment *there is no stress.* [...] If you allow yourself to be in this moment - this *now* - and just be with what *is*, then the stress will disappear" (p. 58). He wrote that even if one did not create the stress in the first place, one could control and regulate the nature and intensity of one's thoughts and emotions. As director of the Omega centere, a provider of mindfulness workshops, specifically aimed at stress reduction, he designed a series of "time shifting" activities that sharpen one's awareness of the present - all starting with taking in a big breathe.

Training in an array of Sense of Presence enhancement methods is likely to be beneficial to participants in various ways. The scope of this study dealt with relatively short and mid term measures of stress (as opposed to long term measures such as epidemiological data or

instantaneous measures such as physiological data). Stress measurements were carried out through self-reporting on State Anxiety (Spielberger, Gorsuch & Lushene, 1970). In the short and mid- term it is likely that participants experience stress reductions during and after the training. In the long -term, participants were able to choose amongst the Sense of Presence enhancement methods they experimented with during training and exercise them during or outside work, to expand the stress reducing effects of the methods.

2. Sales outcomes

The mirror phenomena of stress reduction are an expected increase in sales performance. Kirkpatrick's third and fourth levels (1996) - behaviour and results - are closely related when it comes to sales outcomes. While the sales results per se clearly belong to the fourth level, other critical measures, such as number of sales calls, belong to the third level and directly impact sales results. Both these variables are easily quantifiable and are the primary evaluation criteria ("pay back") for decision makers when it comes to designing new training programs. To maximize sales training results, typical recommendations include maintaining maximum similarity between training and job situation, providing many simulations and role playing models during training and design the training so that participants readily grasp its applicability (Chonko, Enis & Tanner, 1992). Piercy, Cravens & Morgan (1996) conducted an extensive experimental study delineating the respective impact of different management processes on sales outcomes. They reported growing evidence that behaviour-based management control systems were growing in popularity in UK industry, and behaviour training had a definite positive influence on outcome performance. They stressed the need for sales managers and salespeople to commit to a new training agenda, taking into account a wide range of salespeople behaviours listed as essential in determining sales outcomes. First on the list of effectiveness behaviour boosters was the issue of relationship building. Other factors included the need to use intrinsic motivation considerations while in sales training and reinforce the team approach. Thus, as emphasized earlier, critical factors of success include intra and interpersonal factors.

Besides the obvious organizational gains described above, there are also more widespread and less specific "pay-forward" benefits to organizations. Creating meaning and purpose for employees, thus strengthening the link between an organization and its workforce is becoming a recognized method to foster a unified vision throughout the organization. Some employers are beginning to take some purposeful steps in this direction, understanding that if they want to optimize human potential in their company (Barrett, 1998), they must provide their workforce with added value (Leigh, 1997).

There are articles and books that provide recommendations to salespeople on how to increase their sale performances through relaxation, building trust with the customer and listening well. However most of the writings come under the heading of recommended skills and are not supported by empirical evidence (Trisler, 1994; Trumfio, 1994; Solomon, 1995; Gibb, 1995; Feiertag, 1997). There are no specific training techniques assembled into a workshop, establishing the connection between Sense of Presence enhancement methods and sales performance improvement. It is not yet known to what extent such manipulations, aimed at creating changes in salespeople's Sense of Presence (defined as the learnt ability of the individual or group to come into a state of being "consciously aware"), can be transferred to organizational levels and produce global benefits.

Summary

With growing interest in the realm of sales performance, fuelled by the ever-growing pressure to achieve better results on individual and organizational levels, many approaches and techniques have been used to train salespeople.

Though interventions borrowed from the domain of behaviourist psychology are commonly used in sales force training, more experimental data are needed to support these trends of thought (Kahnweiler & Otte, 1997). In addition, recent thinking emphasizes the spiritual elements of training programs. There is a need for more quantitative data collection, specifically regarding the transformative power of bringing into consciousness both physical and emotional factors.

Transformation in salesperson's performance is not merely viewed as the process of acquiring better knowledge and skills, but also as a step in an ongoing, internal, deeper change. An individual's state of mind impacts on his/her results. Thus this study pioneered the research of mental transformation prior to and during a sales interaction. The notion of Sense of Presence, which was developed and investigated, has six main components: 1) Centring on oneself, 2) Elevating one's energy level 3) Forming a positive visual image of a desired result, 4) Centring on the interaction, 5) Using purposeful eye contact and 6) Active Listening.

It was hypothesized that applying these methods will not only result in reduced stress and increased sales performance but will eventually provide quality of life enhancement beyond the sales situation.

CHAPTER THREE

Methodology

Overview of the Study

To assess the impact of a combination of treatment techniques directed at heightening subjects' Sense of Presence, a sample of 12 salespeople was selected from an active sales- based organization to participate in a two day workshop. The workshop developed a set of activities designed to enhance the participants' sensitivity to "Here and Now" feelings, which, organized into a whole, make up the "SOP". Six SOP enhancement methods were taught, three "intrapersonal techniques" and three "interpersonal techniques". Intrapersonal techniques foster a "Here and Now" attitude, and need to be practiced at appropriate times (mornings and relaxation periods). Intrapersonal techniques include: 1) "*Kapalabhati*" and "*Anuloma Viloma*" Yoga breathing methods, 2) Energizing exercises, and 3) Creative visualization exercises. Interpersonal techniques can be expressly applied during sales calls to improve performance. These include: 3) Deep Breathing exercises, 4) Eye Contact exercises and 5) Active Listening.

In order to collect qualitative data, a case study methodology (George, & Mc Keown; 1985; Graziano & Raulin, 1997) was used. Results were evaluated following the single-group, pre-test post-test design (Graziano & Raulin, 1997) comparing the relevant pre-intervention measures with those collected: 1) on site, at the conclusion of each workshop (individual reports of changes were discussed on the last day of the workshop and their specific application during "the real work situation" were discussed by the group), 2) two weeks following the workshop within the salespeople's work environment (SHORT TERM), 3) one month later in the salespeople's work environment (MID TERM), and 4) three months later (LONG TERM).

To assess changes in stress levels, participants filled out a questionnaire before the workshop, immediately afterwards, and two weeks later. Responses to the self-reports were summarized and tabulated.

In order to assess which "Sense of Presence" enhancement method participants chose to employ in their work situations and why they chose each particular method, interviews were conducted with each participant to gain a more in-depth insight as to the change dynamics each participant underwent. Results of the interviews were summarized.

The SADK Company sells electrical equipment directly to the customer, by sending a salesperson to an appointment with the prospective client to demonstrate the equipment. The equipment is in the top range in its category, making each sale a significant profit for both the company (approx. $2500 per machine) and the sales representatives. SADK sales representatives work together with the telemarketing department of the company. They bring in lists of referrals (potential clients) to the telemarketing personnel, who then make an appointment with the client. Three sales variables were measured in this study. The first was **sales results**, or how many sales were closed by the salesperson for a given period of time. This is the "bottom line" result, which directly reflects on the salespersons' income and the company turnover. The second was **sales calls,** or how many times during a fixed period of time did the sales representative demonstrate the equipment. The last sales variable measured was **closure rate**, a ratio made up of the above two measures (sales results/sales calls) i.e. the lower the closure rate, the more efficient the sales person, having to make less demonstrations while selling more. It is important to note that, while sales representatives relied on the telemarketing department to set up appointments, the closure rate and sales results were controlled by the salesperson. This is due to the work format in the company whereby even if no appointments are available for one specific time slot, they are expected to take the initiative and set up their own. To assess the workshop effectiveness in terms of sales measures (number of sales calls, sales and closure rates), they were summarized, tabulated and compared prior to, a week after (SHORT TERM), one month after (MID TERM) and three months after the workshop (LONG TERM).

Participation in the study was voluntary and responses from individual participants held in confidence.

Participants

Personnel records of the sales force corporation were used to identify a stratified representative sample of employees for possible inclusion in the study. Sampling variables included position in the corporation (manager or salesperson) and seniority within the corporation (more than one year or less than one year). Participants selected for the study had been working for at least six months in the company and knew the basic technical product information.

Instruments

The State-Trait Anxiety Inventory or STAI (Spielberger, C.D., Gorsuch, R.L. & Lushene, R.E., 1970) was administered prior to the start of the workshop, immediately following, and two weeks after the workshop. The questionnaire was developed in two forms: first, the subject is asked to rate how s/he *generally* feels ("Trait Anxiety") and second, how s/he feels *at that moment* ("State Anxiety"). Tested on a wide array of samples, this 40-item scale offers satisfactory experimental value: Kuder-Richardson reliabilities were high for both scales (.83 to .92). It was translated into Hebrew and normalized for the Israeli population by Teichman and Melnik (1970). Large samples of students, soldiers, adults and mental patients were administered these self-report scales in Israel, where it is widely used. It requires approximately 15 minutes to complete. (The inventory is displayed in full in Appendix A.)

In-depth interviews were conducted with each participant to gain as much qualitative data regarding individual reactions to the workshop. (Appendix B.)

Procedures

Senior management of the corporation was contacted and a meeting scheduled together with the corporation's Human Resource Manager to discuss participation in the proposed study. After agreement to participate, a stratified sample of employees was selected. Based on information from the HR department, the percentages of employees in each of the four categories were determined (role in the corporation: manager or salesperson, and seniority with the corporation:

more than one year and less than one year). Following the identification of potential participants, informal meetings were held regarding the purpose of the study, the confidentiality of the results and securing their participation. To confirm consent, participants met a week before the workshop and were given information as to the general rationale and purpose of the study.

Subjects met at the workshop location and first completed the STAI questionnaire. A more detailed briefing and schedule of activities to be carried out during the two-day workshop followed this.

At the onset of the workshop a "de-freezing" activity was carried out. The purpose was for the group to experience as high as possible levels of energy, excitement and enjoyment and to subsequently discuss and analyze their feelings. A group discussion followed aimed at "anchoring" the positive feelings experienced. They were asked to reflect on the impact on their sales performances if they were to experience similar positive feelings about themselves during sales calls. The exercise took one hour, followed by a one-hour discussion. Two types of techniques were taught: "Intrapersonal" techniques and "Interpersonal" techniques. The former foster a "Here and Now" attitude, are part of a wider scope, and need to be practiced at appropriate times (mornings, relaxation periods for instance). The latter can be specifically applied during sales calls to improve performance.

A. Intrapersonal techniques:

1) Centering actions: "*Kapalabhati*" and "*Anuloma Viloma*" Yoga breathing methods of the Sivananda Yoga Vendata Center (1991) were demonstrated and taught. Exercises and reflection upon what was learned followed each daily half-hour session. (Appendix C.)

2) Tapping into one's energy potential: energizing exercises (Robbins, 1991) were carried out while subjects worked in pairs and role-playing sales situations. (Appendix D.)

3) Goal focusing: creative visualization exercises (Shatki, 1978; Kfir, 1996) and autosuggestion exercises (Hill, 1960) were carried out in an appropriately quiet setting.

Following the exercises, participants were paired to allow a process of sharing to take place. Exercises took place in two one-hour sessions. (Appendix E and F.)

B. Interpersonal techniques:

1)   Centering: deep breathing aimed at reducing stress levels during a specific situation and focusing on the interaction (Osho, 1995). The method was demonstrated and taught. Exercises and reflection upon what was learned followed each of the half-hour sessions (one per day). (Appendix G.)

2)   Eye contact exercises (Metcalf, 1997): participants were paired and trained in keeping and regulating eye contact during the dialogue. There were two half-hour working sessions and sharing thereafter with exercise partners.

3)   Active listening: detailed instructions for the exercise as described by Senge, Kleiner, Roberts, Ross, and Smith (1994) and as displayed in Appendix H, were given to the participants and discussed. The exercise continued for one and half-hours. Paired participants did the exercise, and in turn got feedback from their partner.

C. Knowledge integration and application:

Putting new skills into practice under guided supervision is the most effective way to test one's level of learning integration. The following two simulation exercises allowed participants to experiment with new knowledge and perform adjustments whenever necessary.

1. The Effective Sale Model

The Effective Sale model presents an applicable theoretical support that allows participants to recognize their stronger and weaker points in the sales relationship (Bryer, 1980). It has been extensively taught and, though there are no results formally published, organizational positive

results have been reported (Bryer, personal communication). This model separates the selling act into four stages: trust building, identifying the clients' needs, agreeing on the product or services sold as a solution to the needs and closing the deal. Each stage has its own characteristics and appropriate patterns of interaction. It is thus critical to be aware of which stage of the model one is in and adapt the presentation to fit that stage. Of particular relevance to the present query is the first stage of trust building. In order to "break the ice" with the client and bring them closer to a purchase, it is essential for the salesperson to apply active listening skills. Objections at this stage need not be dealt with in a direct manner but are used to allow the prospect to talk openly about emotions and experiences that are connected with the purchase. Non-verbal communication is another important skill at this stage, expressed through active listening. This practice allowed the salesperson to identify the unique buying reason of the customer.

2. The Radio Model

Intra and interpersonal skills can be depicted through the metaphor of a radio. There are a wide variety of electronic devices that play music. Given the instruction to imagine intra and interpersonal transfer through a radio and design one's own receiver, participants design a wide variety of instruments that can receive, record and play back recordings etc. Group discussion about why one chooses a particular design (with or without a tape or CD player, for instance) is an excellent way to exercise new knowledge. Moreover, discussion on the functioning of standard buttons such as volume or tuning in the language of intra and interpersonal skills makes the knowledge concrete and brings it to a daily accessible operating mode. The ability to receive transmitted messages between people is dependant on the ability to tune in to the right station, and at the same time to control the volume of reception. Developing the appropriate antennas is actually a process of realizing one's own unique and powerful ability to receive and transmit communications. The radio model (Itzigsohn & Kfir, in preparation) is a metaphorical tool that

enables the individual to master and control the connection between his inner world and his environment.

The Effective Sale and the Radio models are "meta-representations." They allow the salesperson to exercise his/her ability to be completely in the "Here and Now", while monitoring the progress of the interaction toward the desired goal. These models help the decision making process regarding "when" to use certain skills (at which stage of the selling interaction) and "how" to regulate energetic and emotional forces (buttons on the radio) to bring the relationship to its full potential.

Appropriate breaks were scheduled during the two-day period. During mealtimes, participants were instructed to concentrate on the taste, texture and characteristics of their food, further fostering training in their Sense of Presence skills.

Following the workshop, individual interviews were conducted. Participants were asked specific questions and encouraged to elaborate so as to gain as much qualitative data as possible.

CHAPTER FOUR

<u>Results</u>

The results of the study are presented as follows: the general description of the sample; the results of comparisons on short-term sales performances; the results of mid-term sales performances; the results of comparisons of long-term performances; the results of comparison on stress measures; and the results of the qualitative data on implementation of SOP enhancement techniques. Two additional sets of figures are presented: interaction between stress reduction and sales results and general organizational results.

<u>Description of the Sample</u>

Subjects were salespersons from the SAKD Company. The sample consisted of 12 subjects: 10 males and 2 females. The male/female ratio of the sample replicated the male/female ratio in the company, where men typically outnumbered women (despite the company's efforts to hire and keep saleswomen.) The average age of the subjects was 30.75 years (<u>SD</u>= 4.59). Table 1 represents the distribution of participants according to position (manager or salesperson) and seniority (6mo-1year or more than one year) in the company.

Table 1

Distribution of Subjects by Role and Seniority in the Company

	N	%
Role in Company		
Manage	4	34
Salesperso	8	66
TOTA	12	100
Seniority in Company		
Junio	6	50
Senio	6	50
TOTA	12	100

Additionally, the sample can be described along the Trait Anxiety (TANX) variable. Trait

Anxiety is a measure that evaluates stable personality characteristics, pointing to the threshold

resistance to stress. High TANX scores indicate low threshold to stress exposure. An

individual scoring high on the TANX scale is easily stressed, or what is commonly called

"high strung". TANX measures varied from 5 to -5 ($\underline{SD}$=3.65). Raw data for the Ss'

(Subject's) scores on the TANX questionnaire is displayed in Appendix I. Table 2 details the

distribution of participants ranked according to TANX levels, position (manager or

salesperson) and seniority (6mo-1year or more than one year) in the company.

Table 2

Description of Subjects ranked by TANX levels, Position, Seniority in Company and Age.

Name	Trait Anxiety	Age	Role	Seniority
Jake	5	28	Salesperson	Junior
Ron	5	32	Salesperson	Junior
Dale	3	34	Salesperson	Junior
Jonathan	3	34	Manager	Senior
Chuck	3	29	Manager	Senior
Al	1	26	Salesperson	Junior
Nora	0	29	Salesperson	Junior
Zig	0	30	Salesperson	Senior
Abe	-2	30	Manager	Senior
Dave	-4	42	Manager	Senior
Liz	-5	24	Salesperson	Junior
Yul	-5	31	Salesperson	Senior

For the following sections, Dave's results had to be deleted from the analysis, because he left the company. Another salesperson, Nora, got sick during the first follow up period and could not complete the corresponding STAI questionnaire. She did complete the second STAI questionnaire though, so comparisons that take those specific results into account only include the results when data were available.

Table 3 details the summary of results for the various subgroups (position: manager or salesperson and seniority: less or more than one year) in the company.

Three sales variables were measured in this study. The first was **sales results** or how many sales were closed by the salesperson for a given period of time, the second was number of **sales calls** or how many times for the same given period of time did the sales representative demonstrate the equipment. The last sales variable measured was **closure rate**, a ratio made up of the above two measures (demos/sales results) i.e. the lower the closure rate, the more efficient the sales person is, having to make fewer demonstrations to sell more product.

 The scores displayed per column are: Trait Anxiety Scores, State Anxiety Reduction (as measured immediately after SOP training ("pre-post" in the table) and two weeks following SOP training ("pre-post2" in the table)), followed by the Short, Mid and Long term data. For each time period the differences in sales, demonstrations and closure rates are listed. In addition, for the long-term results, the average per month was included. Results in the following Table represent the difference before and after for the three time periods.

Table 3

Summary of Results for Subgroups

	TANX	SANX diff		SHORT-TERM diff			MID-TERM diff			LONG-TERM diff				
		prepost	prepost2	Sales	Demos	cl.rate	Sales	Demos	cl.rate	Sales	Av/mth	Demos	Av/mth	cl.rate
Seniors														
Average	0.33	-11.67	-3.17	-0.17	5.83	-0.72	0.33	11.17	0.81	10.50	3.50	46.00	15.33	0.12
SD	3.42	9.03	14.86	3.65	15.35	2.15	7.19	25.28	1.04	10.49	3.50	63.40	21.13	1.18
Juniors	1.50	-14.20	-6.50	1.50	6.50	-2.72	1.17	11.17	0.02	4.83	1.61	36.50	12.17	1.00
Average	4.24	13.48	12.64	2.43	10.63	4.00	3.53	13.09	2.55	12.99	4.33	54.60	18.20	1.15
SD														
Managers														
Average	1.33	-12.33	-2.67	1.00	8.33	-2.07	3.00	20.00	0.78	3.67	1.22	15.33	5.11	-0.21
SD	2.89	10.02	20.98	3.61	15.50	2.17	4.36	22.00	1.42	9.87	3.29	62.01	20.67	1.48
Salespersons														
Average	0.50	-12.00	-5.63	0.50	3.75	-1.99	-0.75	6.00	0.33	6.63	2.21	41.13	13.71	0.85
SD	3.93	13.39	11.80	3.16	12.67	3.72	5.60	17.72	2.40	12.12	4.04	53.47	17.82	1.15

Such an intensive workshop, by definition, includes a small number of participants. The intimacy resulting from the small group dynamics is conducive to the type of change that is fostered. However, the small number of participants is a disadvantage when it comes to categorization. For instance, it would be useful to describe differences between participants according to their position and seniority in the company or again according to the SOP methods they chose. The material reported in this chapter is, therefore, intended only as a very preliminary description of data because each cell contains a very small number of subjects. In addition, it is hard to draw statistical significance with a small number of participants.

According to the data displayed in Table 3, subgroups did not differ in their Trait Anxiety Scores. No immediate or late reductions in State Anxiety Scores differentiated between managers and salespeople, while immediate reductions in State Anxiety were slightly higher in the Juniors Group than in the seniors.

No short-term effect was observed on sales results. For mid-term results, only the manager's sales results appeared higher than those of salespeople. For this subgroup, higher sales results in the long-term were recorded primarily for salespeople. In the long term, seniors closed more sales than juniors.

In the short and mid-term, it was the managers' subgroup that exhibited a higher number of demonstrations, while in the long- term, the salespeople's number of demonstrations were higher. The latter result (and the above sales results) seem to be due to the skewed high number of demonstrations carried out by Dale and Yul, who were close to being promoted to managerial roles, performing in a similar manner to the Managers subgroup, thus skewing the data.

Closure rate variables exhibited similar trends as in the following analysis of the research questions, *i.e.* only short-lived effects were observable. Of all subgroups, the juniors are the only ones that registered an improvement in closure rates.

Research Question #1

In what ways does Ss' exposure to SOP training result in short-term change in the Ss' sales performance?

In the present study, short-term results were measured 13 days after the manipulation. Table 4 summarizes the sales parameters for the short-term data collection.

Table 4

Sales Parameters in the Short-Term

Agents	Al	Liz	Jon	Dale	Yul	Nora	Jake	Abe	Zig	Ron	Chuck	Sum	Mean	SD
Sales 2 weeks before	2	1	1	4	5	4	1	6	8	5	3	40	3.64	2.29
Sales 2 weeks after	3	3	6	5	5	5	7	6	3	3	1	47	4.27	1.79
Demos 2 weeks before	12	17	10	15	13	25	11	26	23	23	8	183	16.64	6.53
Demos 2 weeks after	8	26	34	34	20	28	31	34	7	15	1	238	21.64	12.16
Cl.rate 2 weeks before	6.00	17.00	10.00	3.50	2.60	6.00	11.00	4.30	3.00	4.60	2.70	N/A	6.43	4.50
Cl.rate 2 weeks after	2.70	8.70	5.60	5.00	4.00	6.00	4.40	4.20	2.00	5.00	1.00	N/A	4.42	2.09

Sales results

In total, participant Ss sold 7 more pieces of equipment (Average=4.27, $\underline{SD}$=1.79) in the 13

days after the workshop than in the 13 baseline days of the previous month (Average=3.64,

$\underline{SD}$=2.29). The difference, however, was not statistically significant.

Number of demonstrations

Participant performed, in total, another 55 demonstrations (Mean after SOP training: 21.64,

SD=12.15; Average prior to SOP training: 16.64, SD=6.53). The difference between the

groups did not prove statistically significant.

Closure rate

On the whole, the closure rates of most participants declined (meaning they needed less

demos to make sales) from an average of 6.43% before training (SD=4.50) to 4.42% after

training (SD=2.08). A "t" test comparing the groups was significant t (11,1,1;p=. 03).

Results from the months following the manipulation reveal that three salespersons performed

very poorly. A closer examination reveals that one of them (Ron) was in poor health; a second

(Chuck) was with a family member hospitalized in critical condition and the third (Zig) was

called into reserve army service the day after the workshop, and did not work for almost the entire month. The above analysis was run again for the short-term results of the 8 active salespersons as represented in Table 5.

Table 5

Sales Parameters of the Active Group in the Short-Term

Agents	Al	Liz	Jon	Dale	Yul	Nora	Jake	Abe	Sum	Mean	SD
Sales 2 weeks before	2	1	1	4	5	4	1	6	24	3.00	2.00
Sales 2 weeks after	3	3	6	5	5	5	7	6	40	5.00	1.41
Demos 2 weeks before	12	17	10	15	13	25	11	26	129	16.13	6.20
Demos 2 weeks after	8	26	34	34	20	28	31	34	215	26.88	9.06
Cl.rate 2 weeks before	6.00	17.00	10.00	3.50	2.60	6.00	11.00	4.30	N/A	7.55	4.83
Cl.rate 2 weeks after	2.70	8.70	5.60	5.00	4.00	6.00	4.40	4.20	N/A	5.08	1.78

Analysis of the active salespeople's results reinforced the observed trend of increased sales. They performed 16 additional sales in the same time span. An Average of 5 sales (SD=1.4) was recorded two weeks after the manipulation compared to an Average of 3 (SD=2) two weeks before. That difference is statistically significant t (8, 1,1;p=. 02). In addition, the active group alone, compared to itself, performed another 81 demonstrations. An Average of 26.25 demonstrations (SD=8.32) was recorded two weeks after the manipulation compared to an Average of 16.13 (SD=6.56) and that difference is significant t (8,1,1;p=. 01). A "t" Test analysis on the active group's closure rates shows a reduction from an average of 7.55 (SD=4.83) to 5.08 (SD=1.78), which is significant t(8,1,1; p=.04).

Research Question #2

In what ways does Ss' exposure to SOP training result in mid-term change in the Ss' sales performance?

Additional data were collected one month after the manipulation. Table 6 represents the sales

parameters results for the mid-term data collection.

Table 6

Sales Parameters in the Mid-term

Agents	Al	Liz	Jon	Dale	Yul	Nora	Jake	Abe	Zig	Ron	Chuck	Sum	Mean	SD
Sales 1 mon. before	3	3	7	8	10	9	8	7	16	10	5	86	7.82	3.66
Sales 1 mon. after	5	6	13	14	9	11	7	12	4	5	6	92	8.36	3.59
Demos 1 mon. before	13	42	21	34	30	61	36	42	42	36	15	372	33.82	13.84
Demos 1 mon. after	16	61	62	60	37	61	61	63	18	27	13	479	43.55	21.37
Cl.rate 1 mon. before	4.33	14.00	3.00	4.25	3.00	6.78	4.50	6.00	2.63	3.60	3.00	N/A	5.01	3.26
Cl.rate 1 mon. After	3.20	10.17	4.77	4.29	4.11	5.55	8.71	5.25	4.50	5.40	2.17	N/A	5.28	2.30

Sales Performances

In the month prior to the SOP enhancement training, all 11 participants closed a total of 86

sales (Average=7.82, SD=3.66). In the month following, participants closed a total of 89

sales. (Average=8.36, SD=3.59). The difference was not significant.

Number of demonstrations

In total, salespeople performed 107 demonstrations more (Average=43.55, SD=21.37) than

they had the previous month (Average=33.82, SD=13.84). The difference is significant,

$t(11,1,1;p=.05)$.

Closure rate

No differences were recorded in closing rates for the whole group.

Similar to the information on short-term results, mid-term results are presented for the group

of agents active in the month after the SOP training. Table 7 represents the sales parameters

results of the active group for the mid-term data collection.

Table 7

Sales Parameters for the Active Group in the Mid-term

Agents	Al	Liz	Jon	Dale	Yul	Nora	Jake	Abe	Sum	Mean	SD
Sales 1 mon. before	3	3	7	8	10	9	8	7	55	6.88	2.59
Sales 1 mon. after	5	6	13	14	9	11	7	12	77	9.63	3.38
Demos 1 mon. before	13	42	21	34	30	61	36	42	279	34.88	14.54
Demos 1 mon. after	16	61	62	60	37	61	61	63	421	52.63	17.10
Cl.rate 1 mon. before	4.33	14.00	3.00	4.25	3.00	6.78	4.50	6.00	N/A	5.73	3.59
Cl.rate 1 mon. After	3.20	10.17	4.77	4.29	4.11	5.55	8.71	5.25	N/A	5.76	2.42

As for Research Question #2, running the above analyses again for the mid-term sales

performances of the 8 active salespersons, reinforced the observed trends, allowing the

observed differences to reach significance. Examinations of the active group's results, and

their sales results one month later were compared to their month prior results. They closed a

total of 25 more sales in one month (Average sales before=7, SD=2.59; Average sales

after=10, SD=3.78), a result statistically significant t (8,1,1;p=. 01).

Following SOP training, the active group did an additional 142 demonstrations as compared

to the previous month. In total the active group made 421 demonstrations (SD=17.1)

compared to the previous month's 279 demonstrations. (SD=14.5). A t test comparing these

groups reached significance t (8,1,1;p=. 004)).

No differences were recorded in closing rates for the active salespeople.

Research Question #3

In what ways do exposure to SOP training result in long-term change the Ss' sales

performance?

Table 8 displays the results of the salespeople for the three months before and the three

months after SOP training.

Table 8

Sales parameters in the Long-Term

	Al	Liz	Jon	Dale	Yul	Nora	Jake	Abe	Ziv	Ron	Chuck	Sum	Mean	SD
Total sales before	16	13	23	27	30	23	14	15	42	26	12	**241**	**21.91**	**9.15**
Total sales after	20	21	38	55	51	23	7	14	45	22	9	**305**	**27.73**	**16.79**
Total Demos before	48	103	55	86	86	116	90	84	110	89	61	**928**	**84.36**	**21.90**
Total Demos after	108	145	141	206	198	134	61	74	108	97	36	**1308**	**118.91**	**53.10**
Average Cl.rate before	3.00	7.92	2.39	3.19	2.87	5.04	6.43	5.60	2.62	3.42	5.08	**47.56**	**4.32**	**1.81**
Average Cl.rate after	5.40	6.90	3.71	3.75	3.88	5.83	8.71	5.29	2.40	4.41	4.00	**54.28**	**4.93**	**1.76**

Two sales parameters increased significantly during the three months following the SOP

training: number of sales and number of demonstrations performed. Participants performed a

significantly higher average number of sales (27.73) three months after ($\underline{SD}$=16.70) than three

months before (21.91; $\underline{SD}$=9.15; $\underline{t}$ (11,1,1; $\underline{p}$=. 05)). Average number of demonstrations after

SOP training (118.91; $\underline{SD}$=53.10) was also significantly higher than the average number of

demonstrations before (84.36; $\underline{SD}$=21.90; $\underline{t}$ (11,1,1; $\underline{p}$=. 02).

Results for this section include those of **all participants who remained in the company for

the relevant time period**. On the whole, the remaining participants sold a total of 284 pieces

of equipment during the three months following the workshop, an increase of 72 units over

the 3 months prior.

In the three months following the SOP training 2 salespeople left who had taken part in the

SOP training (in addition to the one, Dave, whom had left just after). Only the raw data of the

remaining participants was included in the study.

Table 9 displays the results of the remaining participants for the three months before and the

three months after SOP training.

Table 9

Sales parameters of the Remaining Participants in the Long-Term

	Al	Liz	Jon	Dale	Yul	Nora	Ziv	Ron	Chuck	Sum	Mean	SD
Total sales before	16	13	23	27	30	23	42	26	12	**212**	**23.56**	**9.37**
Total sales after	20	21	38	55	51	23	45	22	9	**284**	**31.56**	**16.08**
Total Demos before	48	103	55	86	86	116	110	89	61	**754**	**83.78**	**24.39**
Total Demos after	108	145	141	206	198	134	108	97	36	**1173**	**130.33**	**52.03**
Average Cl.rate before	3.00	7.92	2.39	3.19	2.87	5.04	2.62	3.42	5.08	**36**	**3.95**	**1.78**
Average Cl.rate after	5.40	6.90	3.71	3.75	3.88	5.83	2.40	4.41	4.00	**40**	**4.48**	**1.35**

The two previously salient sales parameters (number of sales and number of demonstrations) remained significantly higher for the same comparisons as above, this time comparing only the results of the remaining participants to their past performance. Remaining participants performed a significantly higher average number of sales (31.56) three months after (SD=16.06) than three months before (23.56; SD=9.37; t (9,1,1; p=. 02). Average number of demonstrations after SOP training (130.33; SD=52.03) was also significantly higher than the average number of demonstrations before (83.76; SD=23.039; t (9,1,1; p=. 01)). Participants' average sales increased from 7.85 (SD=4.49) three months before SOP training to an average of 10.52 three months after (SD=7.3). This difference in performance is statistically significant t (9,1,1,p=. 02).

Research Question #4

In what ways does Ss' exposure to SOP enhancement training impact reduction in stress levels?

State Anxiety measures situational sensitivity to stress. Table 10 describes the Ss' results on

the various State Anxiety measures (before, just after and two weeks after SOP training).

Table 10

State Anxiety Scores

	Al	Liz	Jon	Abe	Chuck	Jake	Zig	Dale	Yul	Ron	Nora	Means	SD
Trait ANX	1	-5	3	-2	3	5	0	3	-5	5	0	0.7	3.55
State ANX pre	1	-23	-13	-8	-23	4	-21	-4	-16	-13	-6	-11.1	9.34
State ANX post	-20	-30	-26	-30	-25	-27	-21	-24	-29	-5	N/A	-23.7	7.42
State ANX post 2	-16	-26	-23	-27	2	-24	-23	-9	-20	-5	0	-15.5	10.71
diff pre-post	-21	-7	-13	-22	-2	-31	0	-20	-13	8	6	-10.5	12.55
diff pre-post2	-17	-3	-10	-19	25	-28	-2	-5	-4	8	6	-4.5	14.47

Similar to TANX measures, scoring of the questionnaires was such that high scores indicate

low threshold to situational stress. Results on the SANX variable ranged from 4 to -23

(SD=9.02) for the pre test and -5 to -30 (SD=7.30) for the post-test (as measured immediately

after the workshop). Results for the two-week post-test on the SANX variable ranged from 2

to –27 (SD=10.71). Raw data for the Ss' scores on the SANX questionnaire is displayed in

Appendix J. Graph 1 represents the distribution of the SANX variable for the pre, post and

two-week post-tests. For the sake of comparison, participants' TANX scores are also plotted

on the graph allowing for direct comparison.

Graph 1

TANX and SANX distribution for the pre-post and two-week post-tests.
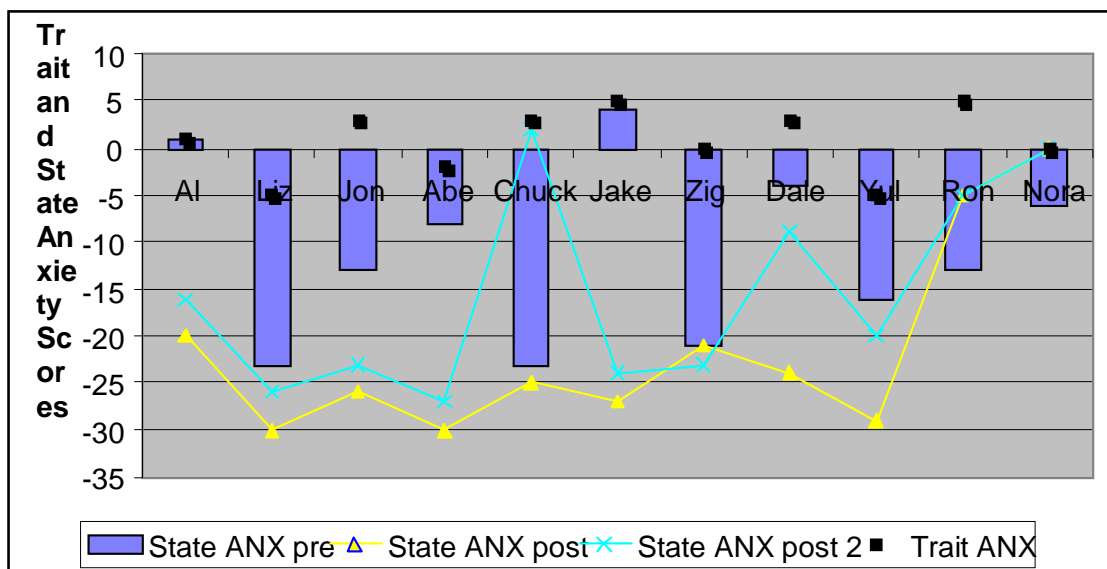
As a group, participants' short-term levels of State Anxiety decreased significantly from a baseline average of -11.5 ($\underline{SD}$=9.02) to an average of -24.3 ($\underline{SD}$=7.30) after the SOP manipulation. A "t" Test comparing the group's pre and post-test distributions proved significant $\underline{t}$(12, 1,1; p=.002). Checked again two weeks after the manipulation, the group's average (-15.5) was still somewhat lower ($\underline{SD}$=10.71) than its original baseline value, however this difference in stress levels did not reach significance.

Graph 2 shows the extent of the stress reduction from the pre to the post-test and then from the pre to the second post-test for each participant.

<u>Graph 2</u>

<u>Participants Stress Reductions from Baseline to First and Second Post-Test</u>
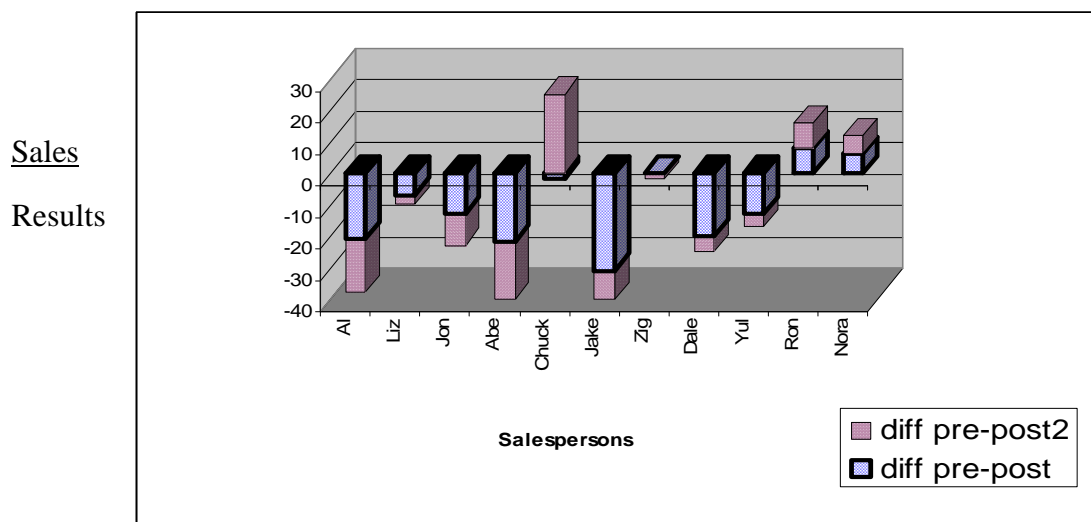
Sales

Results

In what ways do Subjects' choice and implementation of SOP enhancement techniques influence their measurable sales and stress results?

Most participants came back from the workshop thrilled with the experience. All said it was worthwhile and felt they benefited from it ("More relaxed"). One (Ron) said he did not feel working on SOP techniques would help him improve sales results and another (Nora), chose to discontinue group sessions (of her own accord), during the workshop. All other participants

wanted to renew the experience and suggested extending the actual workshop time, reporting that two days of such intensive workshop was too short.

As indicated above, statistical analysis was not performed on the following data. The material reported in this chapter is, therefore, intended only as a very preliminary qualitative description of data.

Intrapersonal Emphasis

Four agents reported using **intrapersonal** methods: Dale (visualization method), Yul (goal setting and visualization) Abe (goal setting), and Ron (visualization). Dale reported a number of sales done specifically using this method: "I drive to the prospect visualizing how I will thereafter thank the person who gave me this lead... and that's what happens indeed!" Those agents also performed a greater number of demos; they did not show increases in sales per se. Yul reports "using guided visualization became a tool for my private, as well as for my business life, allowing me to focus on the task at hand. Today I feel focused about what I want to achieve. Yet I still have difficulty during the sale in maintaining eye contact with the client". For Abe too, improving his techniques in the sales process proved difficult. "During this workshop I discovered that I know what I want to achieve but that I am not at all clear on how to go about it. I still need to learn how to overcome my difficulty in eye contact and active listening."

The fourth, Ron, reported that the most significant discipline learned during SOP training was the visualization exercise. He continued doing these exercises afterwards and also the breathing exercises which were so beneficial that he performs them in the car while driving to clients.

Table 11 represents some key results of the salespeople who chose the Intrapersonal method.

Table 11

Results of the salespersons who adopted the Intrapersonal SOP method

| | TANX | SANX diff | | SHORT TERM diff | | | MID TERM diff | | | LONG TERM diff | | | | |
		prepost	prepost2	Sales	Demos	Cl.rate	Sales	Demos	Cl.rate	Sales	Av/mth	Demos	Av/mth	Cl.rate
Dale	3	-20	-5	1	19	1.50	6	26	0.04	28	9.33	120	40.00	0.56
Yul	-5	-13	-4	0	7	1.40	-1	7	1.11	21	7.00	112	37.33	1.02
Abe	-2	-22	-19	0	8	-0.10	5	20	-0.83	-1	-0.33	-10	-3.33	-0.31
Ron	5	8	8	-2	-8	0.40	-5	-9	1.80	-4	-1.33	8	2.67	0.99
totals	N/A	N/A	N/A	-1	26	N/A	5	44	0.59	44	14.67	230	76.67	0.53
Averages	0.25	-11.75	-5.00	-0.25	6.50	0.80	1.25	11.00	0.53	11.00	3.67	57.50	19.17	0.56
Sd	4.57	13.72	11.05	1.26	11.09	0.78	5.19	15.51	1.16	15.90	5.30	68.03	22.68	0.62

Values in the above table closely resemble the ones displayed in Table 3. The SANX Values

in the dotted boxes are those of the Subjects who exhibited stress reduction scores, and their

sales parameters are displayed in bold characters in the table. The shaded box indicates that

this specific participant did not work for the equivalent time period (i.e. Ron was suffering

from health problems for the month following the manipulation and Abe left the company

during the long-term measurements). Totals, averages and standard deviation calculations

were nevertheless based on the whole group.

This group seemed to exhibit an increase in demonstrations in the short term (average=6.5),

the highest sales average (3.67 per agent, per month) in the long-term and the second highest

average of demonstrations (19.1). It exhibited the second highest situational stress decrease

(-11.8), some sequels of which carried over two weeks later.

Interpersonal Emphasis

Four other participants used mostly **Interpersonal** methods: Al described: "I felt that in

focusing on the client with a very concentrated eye contact, I was able to maintain a more

truthful contact during the sales interaction. I developed a way of breathing to release the

internal tension during the demonstration. Doing so I felt my energy and passion were increased to the point that I could sell ice to the Eskimos". Zig reported: "I knew of it beforehand but now I will emphasize it a lot more during my sales presentation". Liz "used to use active listening naturally, but now will use it consciously". She uses "internal mental tools to improve and change realistic situations". Chuck concluded, "I learned to be more patient. Active listening is worth money and saves time".

Table 12 represents some key results of the salespeople who chose the Interpersonal method.

Table 12

Results of the salespersons who adopted the Interpersonal SOP method

	TANX	SANX diff		SHORT TERM diff			MID TERM diff			LONG TERM diff				
	prepost	post	prepost2	Sales	Demos	Cl.rate	Sales	Demos	Cl.rate	Sales	Av/mth	Demos	Av/mth	Cl.rate
Al	1	-21	-17	1	-4	-3.3	2	3	-1.13	4	1.3	60	20.0	2.4
Liz	-5	-7	-3	2	9	-8.3	3	19	-3.83	8	2.7	42	14.0	-1.0
Zig	0	0	-2	-5	-16	-1	-12	-26	1.38	3	1.0	-2	-0.7	-0.2
Chuck	3	-2	21	-2	-7	-1.7	-2	-2	1.33	-3	-1.0	-30	-10.0	-1.6
totals	N/A	N/A	N/A	-4	-18	N/A	-9	-6	N/A	12	4	70	23	N/A
Averages	-0.25	-7.50	-0.25	-1.00	-4.50	-3.58	-2.25	-1.50	-0.56	3.00	1.00	17.50	5.83	-0.12
Sd	3.40	9.47	15.73	3.16	10.34	3.29	6.85	18.63	2.47	4.55	1.52	41.00	13.67	1.78

This group exhibited a trend of mean closure rate decrease (-4) in the short term, which weakens in the mid-term (average closure rate decrease: -1), but does not continue in the long term. Compared to the other groups, this is the only group where a decrease in closure rates subsides, even if for a short while.

Combination of Interpersonal and Interapersonal Methods

Participants who adopted and exercised both Intrapersonal and Interpersonal methods (Jon and Jake) improved on the number of demos done, sales results and closure rates: better results with less effort. Jon reports "I have learned to use breathing as a means to improve my

focus and energy, getting my "blood running". At the same time, I have learned to practice active listening, to wait for the client to finish his point without cutting him off in the middle. This, I have learned in this workshop to practice with my children and the reward is incredible". Jake relates that he "has learned to clarify for himself what he wants at the beginning of each day" while at the same time developing the patience to listen throughout. "I used to cut people off, but now, after the workshop, I summarize what they say and use their own points in my presentation while relaxing my breath and maintaining constant eye contact."

Table 13 represents some key results of the two salespeople who chose both the Intrapersonal and the Interpersonal methods.

Table 13

Results of the salespersons who adopted both Intrapersonal and

Interpersonal SOP method

	TANX	SANX diff		SHORT TERM diff			MID TERM diff			LONG TERM diff				
		prepost	prepost2	Sales	Demos	Cl.rate	Sales	Demos	Cl.rate	Sales	Av/mth	Demos	Av/mth	Cl.rate
Jon	3	-13	-10	5	24	-4.4	6	42	1.85	15	5.0	86	28.67	1.32
Jake	5	-31	-28	6	20	-6.6	-1	25	4.21	-7	-2.3	-29	-9.67	2.29
totals	N/A	N/A	N/A	11	44	N/A	5	67	N/A	8	2.7	57	19.00	N/A
Averages	4.00	-22.00	-19.00	5.50	22.00	-5.50	2.50	33.50	3.03	4.00	1.33	86.00	28.67	1.32
Sd	1.41	12.73	12.73	0.71	2.83	1.56	4.95	12.02	1.67	15.56	5.19	81.32	27.11	0.68

This group is the only group that seemed to display a strong short-term effect on increased average sales (5.5), increased number of presentations (22) and decrease in closure rates (-5.5). The first two values pervade through the mid-term, though the only remaining effect in the long- term seems to be that of an increase in number of demonstrations (28.7, the largest of all groups). Compared to the other groups, the participants who elected both SOP methods, scored higher on trait anxiety scale, and registered the greatest situational stress decrease (-22), which carried over, even if slightly weakened (-19).

The Interaction between Stress Levels and Sales Results

In the short-term, there is a low correlation (r=-.35) between decrease in state anxiety and sales after the workshop for the whole sample. Results calculated on the active group alone lead to a higher correlation (r=-.82). Results follow similar trends for sales performances measured two weeks after the manipulation (former: r=-.36, latter: r=-.71). Decrease in state anxiety and improvement in closure rates are poorly correlated in the two week span of short term first check (r=. 49 for the whole group, going up to .62 for the active group).

Each participant reacts in his/her very individual way to the manipulation, thus stress levels fluctuate and reflect individual patterns of **situational stress reduction**. We can separate the groups according to their levels of stress reduction after the manipulation and qualify two patterns of reaction: significant decreases and minor decreases in stress after the manipulation.

Individuals who benefited from the stress reducing effect of the manipulation sold significantly more and performed significantly more demonstrations than those who experienced lower stress reductions.

Graph 5, 6 and 7 display sales parameters (average sales differences, average demonstration differences and average closure rate differences) for the high stress decrease and the low stress decrease groups. Over the total period, individuals in the high stress decrease closed an additional 2.77 sales on average (SD=3.39), while the low stress decrease group closed –1.81 sales (i.e. their sales actually decreased by 1.81 machines; SD=4.16). Repeated measure analysis proved significant (t (33,1,3; p=0.002; N=11)).

Graph 3

Comparative Sales Results per Stress Reduction Group
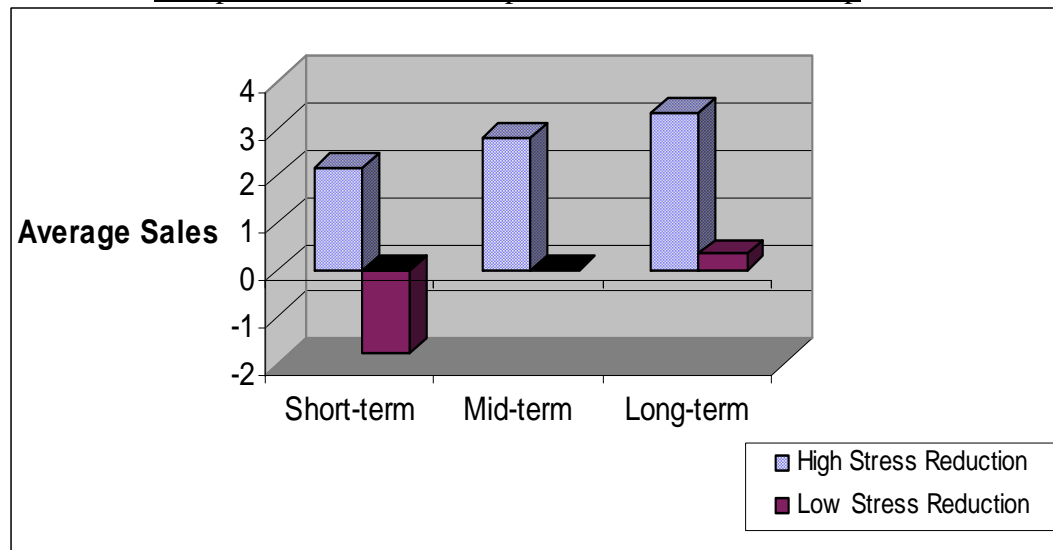
Graph 4

Comparative Number of Demonstrations per Stress Reduction Group
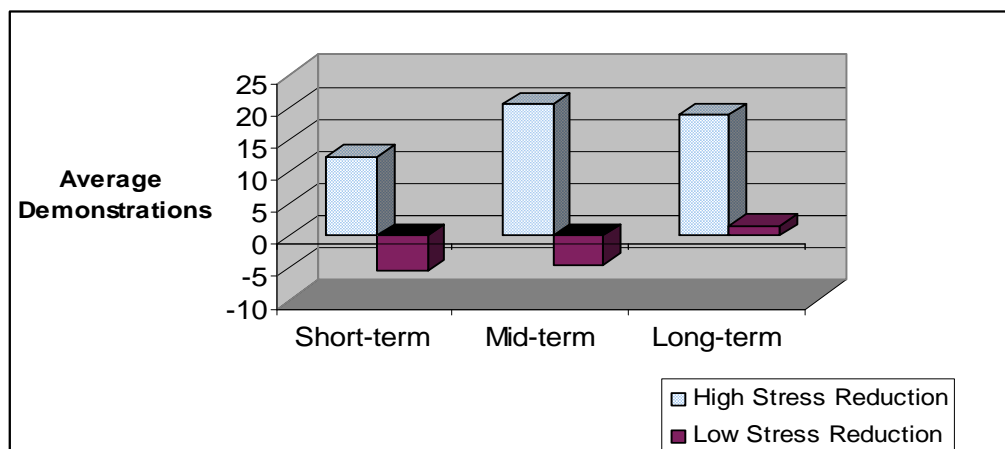
Over the total period, individuals in the high stress decrease group performed on an average, an additional 17.22 demonstrations (SD=15.28), while the low stress decrease group performed

–2.83 demonstrations (*i.e.* participants whose stress levels did not decrease, performed 2.83 less demonstrations per month; SD=12.78). Repeated measure analysis proved significant (t (33,1,3; p=0.0002; N=11)).

Graph 5

Comparative Closure Rates per Stress Reduction Group
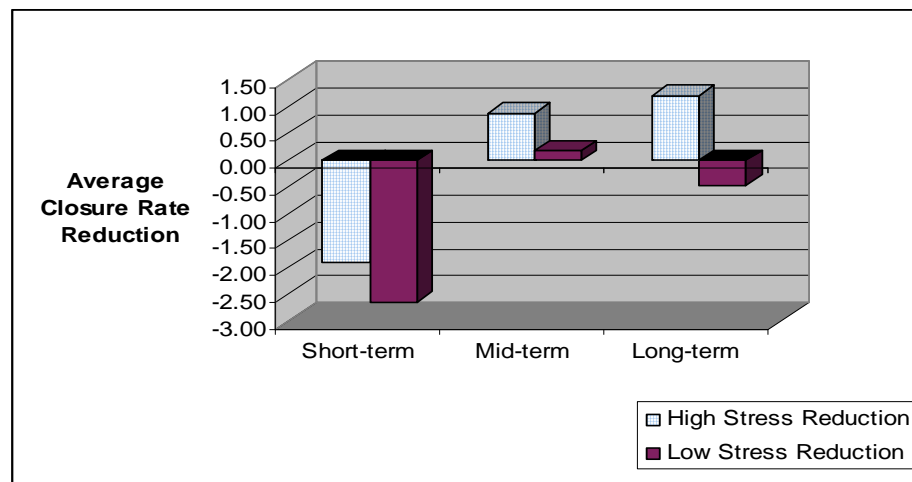
Analyses for closure rate differences did not reach significance. As explained earlier, a negative score on the closure rate variable signifies an improvement in the salespersons ability to close sales. From the above graph, it appears that initially both groups improve their closure ability, though paradoxically, the group that experienced the least stress reduction seems to get somewhat better scores. This could result from the fact that this group decreased the number of demonstrations they performed, and thus for a short period of time, closure rates seemed to have improved. As seen earlier for other statistical analyses, immediate

improvements of closure rates are short-lived and these seem to decrease in the longer time span.

Results on the Organization Scale

The following analysis takes into account the results of the organization as a whole, i.e. including salespeople who had not participated in SOP training. It is important to recall that this sales-based organization suffers from typical high turnover rate. In the six-month period analyzed, there was significant employee turnover. This means that the total sales results of the organization include many figures that could not enter a "three months before and after" comparison. For this reason, statistical tests on the following data could not be performed; nevertheless some of this data were included for exploratory purposes. As a group, **non-participants**' sales decreased from an average of 3.28 (SD=1.21) three months prior to an average of 1.98 (SD=. 65) three months after their colleagues participated in the SOP training workshop. In other words, the above results show that in the long run, SOP trained participants sold another 2.67 machines on average per month (10.52-7.85), while the average sales of the non SOP-trained salespeople decreased by 1.3 per month (1.98-3.28). This relationship is exhibited in Graph 6.

Graph *6*

Compared Average Sales Per Salesman Three Months Prior and after the SOP Manipulation
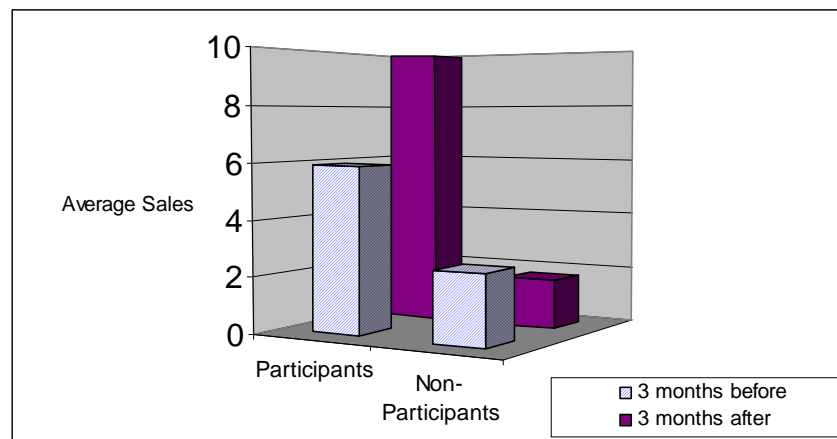
Graph 7 shows how sales of participants and non-participants fluctuated over

the six- month period (three months before and three months after the workshop).

Graph 7

Organizational Sales Results Covering the Six-Month Period Before and After the SOP

Enhancement Training
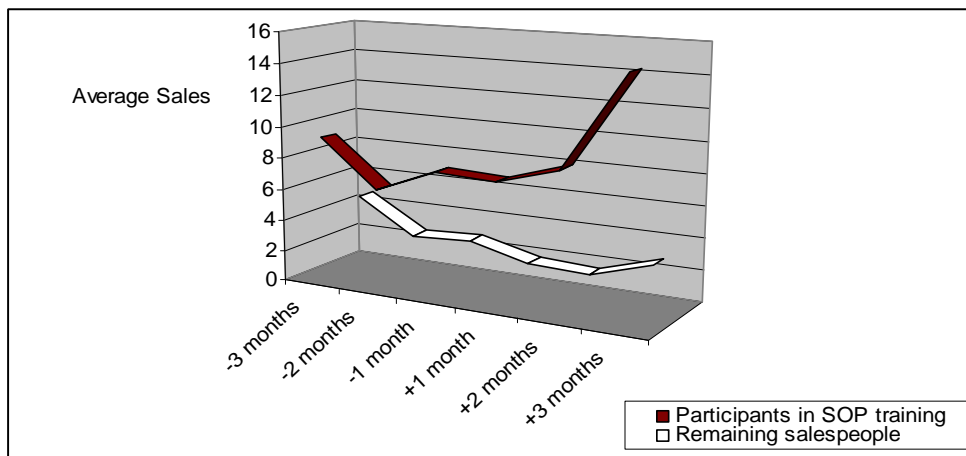
A closer analysis of the entire organization's sales force shows that in the three months prior

to the manipulation there were more salespeople in total in the company. Initially it appears

that participants in SOP training performed slightly better than non-participants at baseline

levels (- 3 months). Indeed, the non-participant group included some "rookies" with little if

any sales experience. However, other salespeople were similar in seniority, position in the

company and age to those individuals who participated in this study. It appears that the

weight of the rookies' score was reflected in differences in baseline sales performance (see

Graph 4) and from the mean results reported above. The non-participant group though, seems

to have performed at the same level over the six-month period analyzed, with their sales

remaining at a constant level. Important to remember however, is that participants in SOP

training performed significantly better in the three months following SOP training.

CHAPTER FIVE

Summary, Conclusions and Recommendations

The discussion of the results of the study will be presented as follows: results relating to each of the research questions, data relating to the interaction between stress reduction and sales results, data describing general organizational results, conclusions of the study and implications for future research.

Results of the Subgroups

The unequal proportion of salesmen versus saleswomen in the company is purely due to "self-selection" processes by which saleswomen would opt out of the company after initial training sessions. Those saleswomen with children (a major percentage of Israeli working women) reported they could not continue because of the long work hours and the high levels of stress in the company.

As expected, Subgroups (according to Seniority and Position in company) did not differ in their Trait Anxiety scores. No immediate or late reductions in State Anxiety scores differentiated between Managers and Salespeople, while immediate reductions in State Anxiety were slightly higher in the Juniors Group than in the seniors.

Seniors in the company performed more demonstrations, and as a result closed more sales, in the long-term. In the other subgroup classification, it was the Managers' results on sales and demonstrations that were higher in the short and mid-term, while during the third month, scores of the Salespersons appeared to exhibit the highest improvements. Further investigation of the data however, revealed that the latter improvement was due to the record scores of Dale and Yul who were being promoted to Managerial positions. It thus appears that those participants who had a strong vision about their future as leaders in the company, showed higher growth in the number of demonstrations performed. This is consistent with the organization's strategy and message that encourages individuals to improve their sales by increasing the number of demonstrations performed. The intrapersonal component of the

training program helped participants form and shape their vision regarding their future in the company, the goals they set and the specific effort necessary to achieve the above. Bennis (1996) strongly emphasizes the importance of leadership attributes in defining a sense of purpose, clarifying and articulating a vision and living it every day. In sales this means having the determination to knock on new doors every day.

The improvement in Closure rates was a short-lived effect observed in the junior subgroup only. This could be because this subgroup tends to focus on the short-term, i.e. the result of specific sales encounters, and is less preoccupied with long-term future implications such as becoming a leader in the organization. The juniors maximized their attention towards the efficiency of every presentation and utilized the tools learned at the interpersonal level, thus sold more with fewer presentations.

Research Question #1

In what ways do Ss' exposure to SOP training result in short-term change in the Ss' Sales performance?

In the short term, it was observed that SOP enhancement training had a positive impact on sales measures. Results for the whole sample showed an increase in number of sales and of demonstrations carried out. This trend proved statistically significant for the closure rates variables.

Results were further reinforced and reached statistical significance when only those participants who were active at the time were considered; they performed more demos, exhibited sales increases and consequently a decrease in closure rates.

Sense of Presence enhancement training exhibited observable results for two weeks following the training. Perhaps the most salient result in the short-term analysis was the improvement in

closure rates. Since lower closure rates indicate that more deals were closed with fewer demonstrations, salespeople improved their efficiency. Being in the "here and now", participants developed a renewed sense of awareness during training, which they applied in the field and so maximized each sales encounter opportunity.

Why is the closure rate the first of the sales parameters to show change? The manipulation had positive effects on participants' implementation of Sense of Presence technique, primarily on their ability to establish and maintain intimacy during the sales interaction, which is critical for the trust-building stage (Bryer, 1980). The definition proposed by Watzlawick, Weakland and Fish (1974) of first, second and third order change, illustrates this point. In their view, change is difficult to implement, even when the individual desires it. The case of weight control can be taken as an example: once the individual has made the decision to lose weight, some change needs to be accomplished on the behavioural level in order for the weight loss to occur. A first-order change is defined as the actual reduction of food intake, simply eating less, or in extreme cases, starvation. A second-order change is defined as changing eating habits, for instance eating at regular time intervals or chewing slowly. Finally, a third-order change is defined as changing one's self-perception to a thin person. Thus a first- order change does not necessarily require a total change in life style, rather a change in emphasis in what the individual was doing before. In this study, each individual reached a different and specific level of change. Some experienced first-order change (*i.e.* focused on doing more demonstrations), others experienced second-order change (*i.e.* focused on maximizing the efficiency of each presentation, thus achieving closure rate improvements) and yet others experienced a third-order change (*i.e.* changed their perception of their career track in the company, as reported in the in-depth interviews).

Present results show immediate improvements in closure rates, because the practice of interpersonal discipline in the sales process was a central theme in the simulation practiced. The upkeep of change at this level however, requires constant attention to the "here and now" dimensions. For the change to become permanent, the individual needs to make other

changes. These will continue into the longer time-range, such as changing one's internal belief system regarding one's career in the company.

Why is the impact on closure rate the one effect that disappears thereafter? It is possible that closure rate improvements do not last over time because the development of Sense of Presence is exhausting. It requires vigilance and personal effort (Langer, 1989), and without a strong constant reminder, one falls back into old patterns. Being "in the present" could be a drain on the individual, that when taken to an extreme, could lead to job burnout in the absence of continual reinforcement (Maslach, 1982).

Additionally, improvements in closure rates decline after the workshop, because the agents were drawn back into their old routines emphasizing quantity of demonstrations, (the dominant emphasis in this type of one-time presentation for a sales organization.) In order for deep change to last, constant attention, learning and nurturing must occur. Similar principles seem to be at work during weight loss efforts, which often produce short-lived changes in one's eating habits, but then revert back to previous eating patterns. Being part of a support group that continuously reminds and reinforces the changes in eating habits seems to produce the most sustainable results. Similarly, should participants in sales workshops continuously practice the Sense of Presence disciplines, the change would manifest itself over a longer period of time.

Research Questions #2 and #3

In what ways do Ss' exposure to SOP training result in mid and long-term change in the Ss' sales performance?

After a one-month period, sales results for the total group were significantly higher regarding the number of demonstrations and were consistent with earlier trends regarding sales numbers and closure rates. When applying the measurements to the active group, both sales and demonstrations were significantly higher. Closure rates, however, remained constant.

Three months after training, the mid-term change continued and two results for the total group were evident: number of sales and of demonstrations was significantly higher, but closure rates slightly worsened. Results of the remaining participants showed that each salesperson sold an average of 8 more machines for the quarter following training.

It is interesting to note that during this time range, the number of demonstrations is the one factor with overriding significant improvement. Number of demonstrations is related to the ability of sales representatives to "knock on more doors", "deal with rejection" and continue on. Second order change is difficult to sustain because it requires such intensive nurturing and follow up efforts, thus the emphasis moved from doing "better" (low closure rate) to doing "more" (higher number of demos), as is often the case in sales-based quota driven organizations. It is possible that some second-order change did occur for the participants. Salespeople are encouraged to go out in the field and carry out more presentations as a measure of success. This is particularly true for one-time presentation kinds of sales. Though "knocking on more doors" is unquestionably what fuels salespersons' success, one distinctive pattern in the SAKD Corporation is the low rate of demonstrations per salesperson. Since it is not possible to force salespeople to go out in the field, their resistance manifests itself through more or less sophisticated procrastination methods, ranging from over-involvement in office work to absenteeism. Most of upper management's unrelenting efforts are thus directed at encouraging salespeople to do more demonstrations. Company practice is, (as often in sales-oriented organizations), that the most effective way to increase sales is to perform more demonstrations, and so offer financial incentives to do so. These bonuses are most often tied not only to sales results, but also to the mere number of demonstrations performed. However, these incentives are short- lived, lasting, by definition, only as long as the bonus is in effect, and further depleting the company of its financial and "energetical" resources. In this respect concepts of extrinsic as opposed to intrinsic motivation are of special relevance. The challenge is to increase resilience and decrease burnout. Csikszentmihalyi's Flow theory (1997) explains how individuals reach high levels of productivity through previously hidden

reservoirs of resourcefulness, creativity and energy, emphasizing the formidable power of intrinsic motivation. In this view, companies that would rather reinforce closure rate improvements would gain from tapping into employees' internal resources, instead of reinforcing their dependency on external stimuli/rewards.

In his theory on rewards, Adizes (1988) proposes that in the absence of intrinsic rewards (the joy of the job, the sense of mission and belonging and the sense of control), individuals tend to rely heavily on extrinsic rewards (pay and benefits). Elements belonging to intrinsic rewards are focused on during SOP training: personal vision and mission and the practice of fine-tuning individual energy levels connected to control over one's destiny. These intrinsic rewards became a key motivator in the performances of many of the participants working towards the career goals they set and as a result increased the number of demonstrations performed and hence sales.

Research Question #4

In what ways do Ss' exposure to SOP enhancement training impact reduction in stress levels?

In the short-term, one notes that participants' levels of situational stress (State Anxiety) decreased after SOP enhancement training. After two weeks though, group stress levels returned to baseline levels. Stress is too sensitive a phenomenon for such drops to be expected to hold over for long periods of time, after such a limited intervention. What one expects to maintain though, is sequels resulting from participants having internalized SOP methods. They then apply them individually, when needed, and not necessarily at the time the second STAI questionnaire was filled out. Results of the above need not exhibit themselves in ways similar to when SOP training took place. Rather, participants would report qualitative differences in their states of mind (together with the more "objective" organizational success).

In- depth analysis of individual results showed that participants respond with a wide range of stress fluctuations and great individual differences to the manipulation: some participants' levels of stress decreased significantly while others did not. What becomes significant is the extent to which participants' levels of stress decreased during the workshop. Those who experienced this decrease, incidentally, are the same participants who registered decreases in stress levels two weeks later. Greater stress reductions during SOP training were associated with better performance later on.

Yet participants were not specifically taught how to decrease their stress levels during the SOP workshop: they were introduced to new experiences in which they did or did not relate to. Not all participants readily lent themselves to the experiences, followed up on or applied the new learning later on, as reflected by the results. In fact, one participant readily excluded herself from parts of the SOP training, even though she had previously agreed to take part in it. Most of her sales results were unchanged; three months after the SOP training, she closed the same number of deals as she did 3 months prior to SOP. Passive participation in the workshop (a break from daily routine) is not enough to provide any basis for the change that an individual seeks to improve his/her performance. Bettering performance requires addressing higher levels – such as those worked on during SOP training.

This finding is consistent with the literature emphasizing that long-term stress reduction is a continual effort. In his recent best-seller "Working with Emotional Intelligence", Daniel Goleman (1998) writes that people best able to handle stress have identified at least one stress management technique that is effective in reducing stress levels for them. Identification is not enough though; action is what eventually alters the course of escalating internal stress levels. Regular, daily practice of the stress management technique(s) ensures stress is kept at manageable levels, thus reducing the sense of helplessness and increasing feelings of control. In fact, in Goleman's opinion, the very key to success in self stress-management revolves around the refining of self-awareness. Only when the individual is able to identify internal

feelings of discomfort or stress is he/she able to apply the appropriate stress management techniques.

<center>Research Question #5</center>

In what ways do Subjects' choice and implementation of SOP enhancement techniques influence their measurable sales and stress results?

The qualitative data indicates that focusing only on **intrapersonal** methods i.e.: centering through breathing, energizing and goal focusing through visualization, may reinforce one's sense of commitment. It may have a beneficial impact on one's positive attitude, "immunizing" one against feelings of stress from client rejection. This may have been what motivated these salespeople to knock on more doors. As a result, the number of demonstrations they did increased - they were willing to invest more efforts in their work by challenging themselves with more interactions in the field. These agents were more effective. Over time, the increase in demos (in some cases double or triple the three previous months) may lead to increase sales performance.

Using both **intrapersonal** and **interpersonal** methods resulted in an increase in sales performance by acting both on the quality/efficiency and quantity/effectiveness parameters. Intrapersonal methods act on sustainable sources of energy and faith, making one more resilient to difficulties and providing the necessary "fuel" to carry on in the long term. However, raw results show that the improvement in closure rates is short lived. Those skills reflected in closure rates are more sensitive to daily stress factors and burnout. There is the danger that over a long period of time, if closure rates do not improve, the drive to perform demos will decrease, thus causing sales performance to decrease (resulting in high turnover in the sales force). This reinforces the need to improve the quality of sales by continuously focusing and training in the **interpersonal** methods of Sense of Presence.

The SOP workshop experience was so different and so strong that it may have given participants an opportunity to let down their resistance to learn and change. All participants

reported an increase in their self-confidence; in their ability to regulate the level of energy at a given moment and the level of intensity in any given interaction. They learned or re-learned that through their ability to impact their own positive energy they could impact the people around them. Learning to listen to themselves, to breath deeply and operate with all their senses helped them to be more patient. Most reported enhanced feelings of control (mental and physical). Specifically, control and regulation of breathing was a key tool in achieving the set results.

The Interaction between Stress Levels and Sales Results

Stress reduction seems to have a positive impact on number of sales and demonstrations, across the three months measures, and only a short-term beneficial impact on closure rates. As previously noted, stress reductions were also short-lived: two weeks following SOP training, stress levels rose. As is, sustainable stress management requires constant work. In much the same way, the art of "being fully there" in an interaction – as measured by closure rate fluctuations – is an equally sensitive quality that also requires constant work and application.

As shown in Meichenbaum (1983), stress is valuable in moderate amounts, but harmful when too low or too high, particularly in situations where certain intensity levels are essential for maximum focus. At an optimum level of intensity and stress management, one is fully alert while being in a relaxed state of control.

Individual Change and Organizational Results Overtime

Results for "micro" (short and mid-term) and "macro" (long-term) were collected in this study. Whilst a scientific study is generally concerned with analyzing results in an "objective" manner, it is important to perform some qualitative analysis on the above figures. As noted,

the sales results of 11 out of the 12 participants were included in the post-training analysis. Small groups are drastically affected by even minor fluctuations. For short and mid-term analyses, analyzing data for the whole sample resulted, in some cases, in only observable trends. Removal of three extreme cases (those agents who did not actually work in the month following SOP Training), reinforced the previously observed trends while statistical significance of observed group differences was reached.

Collection of long term data offers a more global or "macro" picture of organizational results. Spread over a longer time period, small fluctuations and expectable decreases in individual results are balanced out by peaks that follow. Indeed, in the long-term analysis, the results of all participants in SOP training who remained in the company were included and appreciable improvement in their performances recorded.

Examination of the timeline after SOP training indicates that participants' results evolve in an interesting pattern. In the short-term, salespeople improve their efficiency (decreases in closure rates = more deals closed in less demonstrations). The interpersonal components of the SOP training provide the necessary fine-tuning for this to occur. Indeed, those salespeople who concentrated on interpersonal methods showed the most dramatic closure rate improvements. They were able to identify all the necessary clues within a given sales situation and to identify the particular reason why the customer wanted to buy the product. In the mid-term analyses, it was the number of demonstrations that improved, reflecting a higher level of effectiveness. This could mean that the salespeople had created a clear and positive image of the desired goal and were able to channel energy to achieve this goal as originally described by Hill (1960) and developed by Robbins (1991). Doing many demonstrations ultimately requires living with a lot of rejection. Only those who had developed a sense of "immunization" against rejection, through focus on a higher goal, were able to maintain a high level of demos in the field.

Conclusions

Participation in Sense of Presence Enhancement Training

Firstly, it is clear that not all individuals should undergo such workshops. Some people are uncomfortable with intensive group work. In the SAKD sample, two such participants "naturally" excused themselves from intensive group work, although they had previously expressed a desire to participate.

Tillich (1952) describes the term the "courage to be" simply, authentically being in the face of doubt, uncertainty, and even despair. Individuals differ in the way they form secure relationships with others [...] and in terms of how deeply they emphasize the need to separate from rather than connect to others (Bowlby, 1980); which means they feel vulnerable in showing their real selves (Havens, 1989; Smith & Berg, 1987). Being in sales requires the ability to create intimacy, particularly at the "trust-building" stage (Bryer, 1980). Individuals who feel insecure in their ability to maintain boundaries between self and others will be less likely to drop those boundaries. Levinson (1978) identifies two elements in adult developmental processes: achieving intimacy with others and exploring previously neglected aspects of one's self. One's psychological presence is the result of the integration of the intrapersonal and interpersonal. Because the sales process requires the ability to connect with oneself and with others in order to establish trust and identify the true needs of the customer, the ability to create intimacy is critical. The significance of this is two-fold: on the individual level, it is necessary to establish which salesperson should participate in such training, and on the organizational level, this factor needs to be taken into consideration during the initial hiring of salespeople.

The Quality of Change: Teaching and Learning to Connect

The sensory activities studied are simultaneously active at a passive level (seeing, hearing) and an active level (looking, listening). At the primary level, they are reflexes and indicate, as

well as are influenced by, internal states (involuntary breathing, eye movements, reflecting emotions). Previously published research (Bandler & Grinder, 1979) has shown that by mechanically controlling breathing and eye movements, one could influence back those internal states.

The previous study further differentiated between the mechanistic and organic practice of skills such as maintaining eye contact and active listening. Rather than simply training people to maintain eye contact, a more significant sense of connectivity was sought - one that would foster true transformation from "doing" (mechanistic) to "being" (organic), Shakti, 1978. This workshop did not stay at the "doing" level: for instance, eye contact practice was done in the context of adding significance to personal interactions (e.g. participants practiced while sharing with each other significant personal events). Participants gave and received something for and from themselves.

Humans have the possibility and power to change their internal, and consequently, their external worlds, thus having the potential to powerfully change their destinies. Though intra and interpersonal methods were treated separately, there are numerous relations between them. Connectivity with others begins with oneself: in order for the former to happen, one needs to first re-connect with oneself. The most natural first step is to relax. It follows that the journey to influencing other people starts from within, in a transformation of one's own state of mind, at the deeper fundamental levels of values, perceptions and connectivity with oneself and others (Goleman, 1998).

The Relationship Between Sense of Presence, Stress Reduction and Performance Enhancement

This study seeks to develop the relationship between training in the Sense of Presence enhancement disciplines, stress reduction and performance rates. It is possible that the training workshop helped catalyze personal decisions to change and offered a safe terrain to

launch such change. It is important to note that while the training gave participants the opportunity to do so, not everyone elected to experiment with the techniques. Nevertheless it seems that those participants who experienced stress reduction performed significantly better in one or more of the post-measures.

One common trait of the studies is their emphasis on the stress-reducing effects of such training (Levy & Merry, 1986). Corporations benefit from employee stress reduction and gain from increased sales. While such beneficial effect is implied intuitively, most corporations still shy away from allocating training funds to "self growth" purposes. Moreover, organizational and individual needs and endeavours have been traditionally represented as radically opposed to each other. In this context, however, it seems they converge in the same positive direction, on the way to a somewhat spiritual quest. The growth of the individual leads to the growth of the organization.

Change and Sustainability: The Need for Ongoing Training

A theoretical learning or limited encounter with some of the principles of SOP is bound to have a limited impact. In order to create sustainable value for such techniques, a deeper transformation needs to occur. For many these may be a lifetime journey. As reported, quantitative sales results and qualitative changes in stress levels are of variable duration. SOP enhancement training needs to be an ongoing concern of the organization as a whole in order to effect deep change. This view is further emphasized by Quinn (1987) who states that deep change can only be carried out with constant input from organizations and individuals alike. With gratifying and substantial financial results for employees and corporations alike, it is more likely that individuals and organizations would welcome further learning and encourage ongoing practice of these techniques.

The Organizational Level

Naturally, individual performance is interconnected with organizational performance. Salespeople are energized and driven towards longer-term success after experiencing immediate closure rate improvements. Adizes (1988) conceptualizes efficiency as "doing things right" and effectiveness as "doing the right things". In long-term analyses, increased sales performance appears to be the result of increases in both efficiency and effectiveness. Adizes identifies profitability or added value for an individual or organization as being effective and efficient in both the short and long run.

> "The long term implication of [...] presence is that people who are present and authentic in their roles help to create shared understandings of their systems that are equally authentic and responsive to change and growth. This process is what allows social systems ranging from couples and families (Minuchin, 1974) to groups (Smith and Berg, 1987) and large organizations (Schein, 1987; Shapiro and Carr, 1991) to become unstuck and move towards new and productive ways of working. When individuals are open to change and connecting to work and others, are focused and attentive, and complete rather than fragmented, their systems adopt the same characteristics collectively. Individual and systemic wholeness, in these respects, are intertwined and complementary." (Kahn, 1992, p.333)

Dr. Adizes emphasizes this (1988; p.124) as integration: "the integrating role is to develop this culture of interdependency and affinity, as to nurture the unique corporate "religion". "Changing an organization's consciousness from mechanistic to organic" does this. The practice of Sense of Presence disciplines in the organizational arena is characterized by the continuous gathering of market information from internal and external sources. Corporations must be conscious of changes in client needs, products, technology and the competitive environment. Visionary and participative management allows the organization and its members to voice varying opinions in an environment of mutual trust and respect. The awareness built allows change to take place, moving the organization ahead, while adapting to the world around. "Participatory structures and processes create settings in which anxiety can be shared and understood as systemic rather than individual (Shapiro and Carr, 1991; Smith and Berg, 1987) [...] Open meetings and cross-functional teams can serve similar functions of

freeing members to bring more of themselves into their work setting" (Kahn, 1992, p. 336). These processes at the organizational level mirror the individual processes practiced in SOP training. "Presence" thus could be an essential factor in an organization's ability to change in real time, adapting in a proactive manner to the first signs of change taking place in its business environment.

"Rethinking the Future" (1998) looks at how organizations can be redesigned to survive and thrive in today's hyper-competitive global environment. The book reinforces the original thinking of cutting- edge organizational thinkers, including Stephen Covey, in which he reiterates his earlier ideas about ongoing development: to obtain sustainable results, it is essential to constantly work on self and organizational-awareness.

The preliminary findings reported above are consistent with state of the art theories of Organizational Development. Manfred Kets De Vries (1996), sums up the role of leadership as: 1) facilitating processes of envisioning (long term goals), 2) empowerment (self and organizational awareness) and 3) energizing (channelling internal energy levels into producing positive results and interpersonal energy levels into positive interactions). Kets De Vries argues that exceptional leaders face the tremendous challenge of facilitating or enhancing the creativity of their workforce. For this to happen they must take an active role in generating "peak experiences" for their employees. Organizations looking to significantly enhance their results and reach sustainable peak performance levels need to employ Sense of Presence enhancement training as the basic catalyst for organizational transformation. Organizations can learn to become fully present, and focus on the "Here and Now". They can use their experiences and look to the future as a means of better understanding the process of shaping the immediate present.

Implications for Future Research

Bearing in mind that not all individuals are comfortable with, or willing to lend themselves to, such intensive SOP workshops, pre-screening is advisable for any future research. Additional studies are recommended to investigate the impact of the above variables on more complex types of sales – those requiring a longer cycle of client-salesperson interaction. Future studies on specific personality traits or styles of individuals and their relationship to the acceptance and application of SOP techniques need to be carried out. Specifically, they should investigate the relationship between personality variables and interaction between stress reduction and sales variables increase.

The practice of the Sense of Presence disciplines in a wider context of organizational development and its impact on organizational performance requires further studies.

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APPENDICES

Appendix A

State-Trait Anxiety Inventory

One.State Anxiety

Family name:
Name:
Date:

Instructions: Following are several sentences that people use to describe themselves. Read the text and circle one of the numbers to the right of the appropriate sentence.
Choose the number that most accurately describes your present or immediate feelings (right now!).
There are no right or wrong answers.
Don't dwell upon any one sentence; rather give an answer that seems to most accurately portray your current feelings.

1: Not at all; 2: only slightly; 3: moderately; 4: very much so

I feel content	1	2	3	4
I feel safe	1	2	3	4
I am tense	1	2	3	4
I have feelings of regret	1	2	3	4
I feel calm	1	2	3	4
I am angry	1	2	3	4
I fear disasters that are likely to occu	1	2	3	4
I feel rested	1	2	3	4
I feel at ease	1	2	3	4
I am self confident	1	2	3	4
I am on edge	1	2	3	4
I am scared	1	2	3	4
I feel extremely tense	1	2	3	4
I am relaxed	1	2	3	4
I am satisfied	1	2	3	4
I am worried	1	2	3	4
I feel overly excited and embarrassed	1	2	3	4
I am happy	1	2	3	4
I have a pleasant feeling	1	2	3	4

Trait Anxiety

Instructions: Following are several sentences that people use to describe themselves. Read the text and circle one of the numbers at the right of the appropriate sentence.
Choose the numbers that most accurately describe your general feelings. There are no right or wrong answers. Don't dwell upon any one sentence; rather give an answer that seems to most accurately portray your usual feelings.

	Nearly never	Sometimes	Often	Nearly always
I have a pleasant feeling	1	2	3	4
I tire quickly	1	2	3	4
I feel like crying	1	2	3	4
I would like to be happy like everyone else seems to be	1	2	3	4
I lose out due to my inability to decide quickly enough	1	2	3	4
I feel at ease	1	2	3	4
I am calm, content and secure in my opinion	1	2	3	4
I feel that I am incapable of overcoming obstacles in my path	1	2	3	4
I am overly worried at seemingly unimportant things	1	2	3	4
I am happy	1	2	3	4
I tend to take things badly	1	2	3	4
I lack self confidence	1	2	3	4
I am sad	1	2	3	4
I feel depressed	1	2	3	4
I am satisfied	1	2	3	4
Unimportant thoughts run through my mind and bother me	1	2	3	4
I take disappointments so badly that I am not capable of getting them out of my mind	1	2	3	4
I am a stable person	1	2	3	4
Recently, when I think about the issues that interest and occupy me, I become tense and upset	1	2	3	4

Appendix B

In-depth Interviews

In Depth Interview

"We are going to review together each of the six SOP enhancement methods that were taught during the workshop. As you recall, they were divided into two types: "general techniques" and "specific techniques". General techniques foster a "Here and Now" attitude, are part of a wider scope and need to be practiced at appropriate times (mornings, relaxation periods for instance). They include: 1) *"Kapalabhati"* and *"Anuloma Viloma"* Yoga breathing methods, 2) Energizing exercises, and 3) Creative Visualization exercises. Specific techniques can be expressly applied during sales calls to improve performance. They include 1) Deep Breathing exercises, 2) Eye Contact exercises and 3) Active Listening exercises.

For each technique, I will ask you to share with me:
1) Your general thoughts about the method
2) Your thoughts at the time we exercised them
3) Your thoughts today
4) The extent to which you use this technique today, in your work or perhaps in general
5) The extent to which you think this technique is suitable to you, or not, and the reasons for either answer
6) Examples of situations in which you used the technique, and reports on how it helped or hindered your work
7) The extent to which you evaluate your future use of the technique

General questions:
1. Of all the above techniques, is there one that you have adopted and will continue using in your sales calls? [Explain]
2. Of all the above techniques, is there one that you will definitely not use in your sales calls? [Explain]
3. What aspect of the workshop should be changed or improved for future use in training?
4. Would you recommend to the Sales Manager of the organization to provide more workshops of this kind to the sales force? [Explain]
5. Would you recommend such a workshop to a fellow salesperson? [Explain]
6. Would you like to add any other comments?"

Appendix C

Yoga Breathing Exercises

"*Kapalabhati*" and "*Anuloma Viloma*" Yoga Breathing methods

Exerts from the Sivananda Yoga Vendata Center: Training Manual (1991, p. 18-21)

(Beginners' instructions)

"Kapalabhati" breathing:

Sitting in a crossed-legged position with back straight:
1. Quickly contract the abdominal muscles, pulling the abdomen in sharply, exhaling through the nose. The diaphragm is contracted and pulled up into the chest cavity, pushing the air out of the lungs.
2. Relax the abdominal muscles, allowing the diaphragm to descend to the abdominal cavity. The lungs will automatically expand and inflate with air.

    Exhalation takes one-fourth of the time of inhalation. Passive inhalation and sudden expulsion of breath follow each other continuously until a round is completed.
    Three rounds of 20-30 pumps each.

"*Anuloma Viloma*" breathing method:

Preparation:
1. Raise the right hand, fold down the index and middle fingers.
2. Close the right nostril with the thumb and exhale completely through the left nostril.

Breathing:
1. Inhale completely through the left nostril, keeping the right nostril closed, count to "4".
2. Close the left nostril with the two end fingers so that both nostrils are closed. Hold the breath to a count of "16".
3. Release the right nostril and exhale completely to a count of "4".
4. Inhale fully through the right nostril to a count of "4".
5. Pinch nostrils closed and retain the breath to a count of "16".
6. Release the left nostril and exhale completely to a count of "8".

    Practice 10 rounds and, after a break, another 10.

Appendix D

Energizing Exercises

Energizing Exercises

Excerpts from Robbins (1998, p.72)

Exercise 1: One of us chooses to be A, one of us B. A sells B a product, first dispassionately, then passionately. B tells A what physical things he did both times. Then B sells A. While this is going on, the facilitator shouts out fast shifts between passionate and dispassionate.

Exercise 2: Using passionate and animated body language, sell your partner a truly boring object. Toilets paper anyone?

Exercise 3: Stand up, put a big, dumb grin on your face, and then TRY to feel depressed. (It's impossible to feel depressed when you're grinning like an idiot).

Appendix E

Creative Visualization Exercise Instructions

Creative Visualization Exercises:
Instructions adapted from Kfir (1996)

How does Creative Visualization work ?

To get into a Creative Visualization mode follow these steps: Get into a comfortable position, either sitting or lying down in a quiet place where you won't be disturbed, relax your body completely. Starting from your toes and moving up to your head, think of relaxing each muscle in your body, letting all tension flow out of your body. Breathe deeply and slowly from your belly. As you inhale, your stomach goes up, as you exhale it goes down, (like the figure Eight). Count down slowly from ten to one, feeling yourself getting more deeply relaxed with each count. When you feel deeply relaxed, start to imagine the thing you want exactly as you would like it. You are slowing down your brain waves to the alpha level. At this time you experience no thinking worrying, planning or trying to manipulate things and people. To gain a sense of deep relaxation you might need to imagine and recall a very pleasant place or experience, an ideal country setting or maybe a beachfront. One way is to allow in a receptive mode for images or impressions to come in without getting stuck on the details. In an active mode we consciously choose and create what we wish to see or imagine. Now that you feel deeply relaxed follow these steps:

1. Set your goal: decide on something you would like to have, and work towards.

2. Create a clear idea or picture of the object or the situation you want. Think of it in the present tense as already existing the way you want it to be. Picture yourself in the situation, as you desire it now, include as many details as you can. You can even make an actual picture (physical) of what you desire. Drawing, painting or making a collage using either pictures or words cut from magazines, books or photographs. Be sure to put yourself in the picture (your own photograph) and then write under it affirmations like "here we are as a company in the year 2005". "We are all very successful individually and as a company".

3. Focus on it often by bringing it to a mental picture in your mind. Focus on it closely yet in a light gentle way. Give it positive energy by contemplating it in a positive and encouraging way. Make strong positive statements to yourself that it exists, that it has come or is now coming to you. Suspend any doubts or negative preconceptions you may have. If your goal changes or if its importance to you decreases, change your energy. When you achieve a goal, be sure to consciously acknowledge to yourself that it has been completed. Thank the universe for fulfilling your request.

To support the process of Creative Visualization, affirmations are developed. These are strong positive statements that something is already so, since everything is created first mentally before it can manifest itself in objective reality. Affirmation should be framed in the most positive way, what you do want; not what you don't want. Affirmations are not meant to contradict or try to change your feelings or emotions, but possibly create a new point of view about life that will enable you to have a more satisfying experience from now on.

Appendix F

Autosuggestion Exercises

Autosuggestion Exercises

Hill (1960, p: 44-45).

1. "I know that I have the ability to achieve the object of my definite purpose in life; therefore I *demand* of myself persistent, continuous action towards its attainment, and I here and now promise to render such action.
2. I realize the dominating thoughts of my mind will eventually reproduce themselves in outward, physical action, and gradually transform themselves into physical reality; therefore, I will concentrate upon the task of thinking of the person I intend to become, thereby creating in my mind a clear mental picture.
3. I know that any desire that I persistently hold in my mind will eventually seek expression through some practical means of attaining the object back of it; therefore, I will devote ten minutes daily to demanding of myself the development of self-confidence.
4. I have clearly written down a description of my *definite chief aim* in life, and I will never stop trying until I shall have developed sufficient self-confidence for its attainment.
5. I fully realize that no wealth or position can long endure unless built upon truth and justice; therefore I will not engage in transaction that does not benefit all whom it affects. I will succeed by attracting to myself the forces I wish to use, and the cooperation of other people. I will induce others to serve me, because of my willingness to serve others. I will eliminate hatred, envy, jealousy, selfishness, and cynicism, by developing love for all humanity, because I know that a negative attitude towards others can never bring me success. I will cause others to believe in me, because I will believe in them, and in myself. I will sign my name to this formula, commit it to memory, and repeat it aloud once a day, with full faith that it will gradually influence my thoughts and actions so that I become a self-reliant and successful person."

Appendix G

Deep Breathing Exercise Instructions

Deep Breathing Exercise Instructions

(Osho, 1995)

Meditations for Busy People: Relax the Breathing.

Can be exercised whenever you find time.

"Just for a few minutes, relax the breathing system, nothing else – these is no need to relax the whole body. Sitting in the train or plane, or in a car, nobody will become aware that you are doing something. Just relax the breathing system. Let it be as when it is functioning naturally. Then close your eyes and watch the breathing going in, coming out, and going in…

Don't concentrate! If you concentrate, you create trouble, because then everything becomes a disturbance. If you try to concentrate sitting in the car, then the noise of the car becomes a disturbance, the person sitting beside you becomes a disturbance.

Deep Breathing is not concentration. It is simple awareness. You simply relax and watch the breathing. In that watching, nothing is excluded. The car is humming – perfectly okay, accept it. The traffic is passing – that's okay, part of life. The fellow passenger snoring by your side, accept it. Nothing is rejected."

Appendix H

Active Listening

Instructions adapted from: Senge, P.M., Kleiner, A., Roberts, C., Ross, R. & Smith, B. (1994, p. 391)

How to listen in skilful discussion:

1. Stop talking: to others and to yourself. Learn to still the voice within. You can't listen if you are talking.
2. Imagine the other person's viewpoint. Picture yourself in her position, doing her work, facing her problems, using her language, and having her values. If the other person is younger or more junior, remember yourself at that stage.
3. Look, act, and be interested. Don't do something else while others are talking.
4. Observe non-verbal behaviour, like body language, to glean meanings beyond what is said to you.
5. Don't interrupt. Sit still past your tolerance level.
6. Listen between the lines, for implicit meanings as well as explicit speech. Consider connotations as well as denotations. Note figures of speech. Instead of accepting a person's remarks as the whole story, look for omissions – things left unsaid or unexplained, which should logically be present. Ask about these.
7. Speak only affirmatively while listening. Resist the temptation to jump in with an evaluative, critical, or disparaging comment at the moment a remark is uttered. Confine yourself to constructive replies until the context has shifted, and criticism can be offered without blame.
8. To ensure understanding, rephrase what the other person has just told you at key points in the conversation. Yes, I know this is the old "active listening" technique, but it works – and how often do you do it?
9. Stop talking. This is the first and last, because all other techniques of listening depend on it. Take a vow of silence once in a while."

Appendix I

Trait Anxiety Raw Scores Computations

Raw Scores for Trait Anxiety Computations

Nora	Ron	Yul	Dale	Zig	Dave	Jake	Chuck	Abe	Jon	Liz	Al	Question
2	3	3	4	3	3	3	3	3	2	3	3	1
0	4	2	2	1	3	4	1	1	2	2	2	2
2	3	1	1	1	2	3	1	2	1	1	1	3
2	2	2	2	2	2	2	1	2	1		3	4
1	1	2	2	2	2	1	2	3	1	2	1	5
3	2	3	4	3	3	2	2	3	2	3	4	6
1	4	3	4	3	3	4	3	4	4	3	3	7
1	3	1	3	2	2	3	1	2	3	2	2	8
1	1	1	2	2	1	1	2	1	2	1	2	9
2	4	3	4	3	3	4	2	3	3	3	4	10
1	2	1	2	2	1	2	3	1	2	1	2	11
1	1	1	2	1	1	1	1	1	1	1	2	12
3	4	4	4	4	4	4	4	3	4	4	3	13
2	2	1	3	2	1	2	2	1	2	2	2	14
2	2	1	3	2	1	2	1	1	2	2	1	15
1	2	2	4	3	4	2	1	2	2	3	3	16
1	2	1	3	2	1	2	3	1	2	1	2	17
1	2	1	3	2	1	2	2	2	2	1	2	18
4	4	3	4	4	4	4	4	4	4	3	4	19
1	3	1	3	2	2	3	2	2	3	1	3	20
0	5	-5	3	0	-4	5	3	-2	3	-5	1	TANX

Appendix J

State Anxiety Raw Scores Computations

State Anxiety Raw Scores Computations

Nora post-test2	Nora pre-test	Ron post-test2	Ron post-test1	Ron pre-test	Yul post-test2	Yul post-test1	Yul pre-test	Dale post-test2	Dale post-test1	Dale pre-test	Zig post-test2	Zig post-test1	Zig pre-test	Dave post-test1	Dave pre-test	Jake post-test2	Jake post-test1	Jake pre-test	Chuck post-test2	Chuck post-test1	Chuck pre-test	Abe post-test2	Abe post-test1	Abe pre-test	Jon post-test2	Jon post-test1	Jon pre-test	Liz post-test2	Liz post-test1	Liz pre-test	Al post-test2	Al post-test1	Al pre-test	Question
1	1	1	3	3	3	4	3	2	1	3	3	3	3	4	3	4	4	2	2	4	3	4	4	2	4	4	3	4	4	3	3	3	3	1
2	3	2	2	4	3	4	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	3	4	4	4	4	4	3	3	3	3	2
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PhD Program in Management

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