

Linkages of Customer Oriented Selling with Emotional Intelligence and Organizational Commitment: Evidences from MNCs Operating in India

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ABSTRACT

Growing Indian economy has led to huge focus of multinational business in India, it's been observed that the multinational companies find selling their product to Indian consumers most challenging aspect because of the various multiple subcultures and behavioural issue associated with different consumers at different levels. Most of the multinational companies tend to make good amount of expenses to training of sales professionals but then also sales professional in MNCs in India are found in situations where role clarity is required in order to overcome the role conflict ambiguity. They are generally expected to sell a firm's products and services to generate immediate profits, while simultaneously building customer satisfaction and promoting lifetime customers and the long-term economic viability of the firm. This concept of customer oriented selling The concept of customer-oriented selling illustrates the conflict, as salespeople are required to forgo immediate benefits in lieu of long term rewards. The purpose of this study is to find the linkages and relationship between the customer oriented selling, emotional intelligence and commitment of sales professional in MNCs operating in India, it was found during the course of reviewing the literature that there is a paucity of survey research from psychological point of view on the Multinational company managers especially for a sample picked from India. The results indicate that a salesperson's customer orientation level is significantly related to emotional intelligence/innovation. Implications of the findings indicate that managers should consider using emotional intelligence as a selection and human-resource development tool, as improvements in emotional intelligence are correlated with greater levels of customer orientation.

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Key Words: Customer Oriented Selling, Emotional Intelligence, Commitment

INTRODUCTION

In this global era most of the companies look forward for the deriving customer satisfaction, various factors have been identified in the same reference as customer expectation, product performance, price, service and numerous other factors have been identified to determine the degree and extent of customer satisfaction(Nichous, Roslow and Taelikis,1995;Sharma,1997) . Sales person has been identified as a influence major influence customer satisfaction.

One factor that influences customer satisfaction is the salesperson (Grewal & Sharma, 1991;Jap, 2001). The salesperson's role in determining satisfaction is largely based on the expectations the salesperson helps create, the service the salesperson provides, and the degree to which the salesperson provides solutions that create satisfaction for the customer (Pilling & Eroglu, 1994).

CUSTOMER ORIENTED SELLING

As customer-relationship selling continues to emerge as a significant selling strategy, the role of customer-oriented selling takes on added significance. (Schwepker Jr.,2003)As the marketing concept seeks, in part, to establish long-term relationships with customers (Perreault and McCarthy 2002), fostering a customer-oriented selling approach among salespeople may be critical for developing long-term buyer—seller relationships. The need to fully understand customer-oriented selling increases as emphasis continues to be placed on the importance of salespeople in developing long-term mutually profitable partnerships with customers (Anderson 1996; Jolson 1997) by being customer-oriented value creators (Jolson 1997;Wotruba 1996). Customeroriented selling has been conceptualized as “the degree to which salespeople practice the marketing concept by trying to help their customers make purchase decisions that will satisfy customer needs” (Saxe and Weitz,1982).

Martin and Bush (2006) examined antecedents and performance related consequences of customer-oriented selling. The antecedents include sales managers' leadership styles, psychological empowerment, and the psychological climates of organizations. Data were gathered on two separate performance outcome measures. Responses from 106 sales

managers and 313 sales representatives were analyzed. The results indicate that transformational leadership, empowerment, and specific components of the psychological climate are important predictors of customer oriented selling.

Saxe and Weitz (1982) discuss situational aspects that will facilitate the practice of customer-oriented selling. First, they state that customer-oriented sales practices are most likely when salespeople have the expertise necessary to recommend suitable alternatives. This suggests that the salesperson should possess some level of expertise that will facilitate the selection of the alternative yielding the greatest amount of satisfaction to the customer. It is further argued that customer-oriented selling is most profitable in situations in which the customer is engaged in a complex buying decision that requires input from an expert salesperson. Customer-oriented selling is also described as being necessary when repeat sales are important and when the salesperson has a cooperative relationship with the customer. Based on these considerations, research into the efficacy of using customer orientation as a dimension in determining salesperson compensation has concluded that customer-oriented selling incentive programs were most relevant in situations in which the salesperson can influence customer satisfaction levels, and where the customer's level of satisfaction is under the control of the salesperson (Sharma, 1997).

Above concepts relate well to findings of previous research, which contends that certain salesperson attributes are associated with relational selling, including long-term perspective, expertise, and cooperative intentions (Crosby et al., 1990). In support of the necessity of a long-term orientation, Williams and Weiner (1990) conducted research that measured the customer orientation of college students and examined the relationships between their customer-orientation levels, their time horizons, and different pay plans. This study indicated that the type of pay plan (i.e., variable vs. fixed) had no impact on customer-orientation levels. Given the argument that many of the components of emotional intelligence (i.e., empathy, long-term orientation, focus on others, and ability to sacrifice short-term needs) are similar to customer orientation (Crosby et al., 1990; Dubinsky & Staples, 1981; Ingram, 1996; Pilling & Eroglu, 1999; Saxe & Weitz, 1982).

Emotional Intelligence and Customer Oriented Selling

A dimension of behavior that has received considerable management attention in the literature is a concept termed *emotional intelligence* (EI).

Mayer and Salovey (1995) define emotional intelligence as “the capacity to process emotional information accurately and efficiently including that information relevant to the recognition, construction, and regulation of emotion in oneself and others.” Dimensions of emotional intelligence include self-confidence, self-control, emotional awareness, and empathy (Goleman, 1995, 1998; Mayer & Salovey, 1995; Salovey &

Mayer, 1990). Emotionally intelligent individuals may be more aware of their own feelings as well as the feelings of others, better able to identify them, and better able to communicate them when appropriate (Mayer & Salovey, 1993). Emotions influence behavioral choices in the workplace and can even undermine rational selection of optimal courses of action (Leith & Baumeister, 1996), so people having greater emotional intelligence are more capable of selecting the optimal course of action. Emotional intelligence (EI) has been a “buzzword” in the business world for the last several years. By definition, EI is an individual’s ability to recognize and regulate emotions in themselves and others. In practical application it is one’s ability to understand how our emotions and the emotions of others impact action and performance. EI has no greater application than in a sales position

Theoretical approaches to EI, in fact, can be divided according to whether they focus on specific *abilities* or on a more *global integration* of those capacities. The specific-ability approaches concern individual mental capacities that are important to EI. The integrative-model approaches regard EI as a cohesive, global ability. Specific-ability approaches to EI study issues such as how well a person identifies emotions in faces or how well a person understands emotional meanings. Integrative-model approaches to EI focus on the study of specific abilities combined together. In recent years, scholars have also introduced a third approach to EI, called a *mixed model* (Matthews, Roberts, and Zeidner 2004; Mayer, Salovey, and Caruso 2000; McCrae 2000; Neubauer and Freudenthaler 2005).

Kidwell, Hardesty & Hasford (2005) introduced the concept of emotional calibration to examine the relationship between salesperson ability-based emotional intelligence and their subjective beliefs about that ability, and how this match can lead to enhanced sales performance. Results indicated that emotional calibration predicts sales outcomes and behaviors beyond cognitive ability and cognitive calibration, highlighting the importance of not only knowing how to use one’s emotions but also believing that you know how to use them. The highest performing salespeople were high in both emotional ability and confidence in that ability, even when controlling for cognitive ability. Furthermore, indirect

relationships between emotional calibration and performance through intra organizational factors are established.

Researchers have described emotional intelligence as learned behavior and have advocated teaching of the core competencies of the construct (Goleman, 1995,1998). Bar-On (1997), characterizes EI as “an array of non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures.” This broader definition makes no direct reference to the acquisition, retrieval, and instantiation (through appropriate behaviours) of emotional information. It appears to exclude cognitive skills that might contribute to emotion management, although Bar-On also lists apparently cognitive abilities such as problem solving and reality testing as components of EI. Bar-On’s definition places more emphasis on adaptation to environmental demands. Emotional intelligence has been hypothesized as affecting a myriad of workplace variables including performance, job satisfaction, absenteeism, organizational commitment, and leadership (Cooper and Sawaf 1997; Gates 1995; Goleman 1995; Megerian and Sosik 1996; Sosik and Megerian 1999, Wright and Staw 1999; Wright, Bonett, and Sweeney 1993)

Ford et al. (1988) concluded that the “best” biological factors in salesperson selection were those concerned with emotional maturity and motivation. In the field of personal selling, individuals will face rejection, role conflict, and role ambiguity, and will often face these challenges without support groups that are common in other occupations. Thus, to succeed, the salesperson would need to have control of and self-awareness of his or her own feelings. When faced with rudeness, rejection, and more, the salesperson has to understand the source of these actions and be able to separate him- or herself from the negative results. Similarly, when positive outcomes occur, the salesperson needs to be aware of his or her role in producing these outcomes. Indeed, salespeople who are self-regulated would seem to have advantages over those who are “other regulated.” Due to the fact that salespeople are often unsupervised (at least directly), self-motivation is often a critical determinant of success. Such self- motivation is necessary for many aspects of sales, including prospecting, initiating calls, dealing with resistance, and negotiating orders. A factor that is often described as being a critical determinant for sales success is empathy—the ability to understand the words and feelings of another. Understanding customers would seem to be a critical factor in sales positions, as the greater the understanding, the g greater the salesperson’s ability to adapt and optimize the advantages of a sales position. Finally, a sale is often a

very “social” activity. Business luncheons, entertainment, and so on are often described as a significant portion of sales and sales success. Thus, Goleman’s final component of emotional intelligence, social skills, would seem to be significantly related to salesperson performance. Because each of the described components of emotional intelligence could arguably be directly related to sales performance, it would seem logical to assume that emotional intelligence itself is a factor that may lead to improved performance.

It may be argued that many of the components of emotional intelligence (i.e., empathy, long-term orientation, focus on others, and ability to sacrifice short-term needs) are similarly related to customer orientation (Crosby, Evans, & Cowles, 1990; Dubinsky & Staples, 1981; Ingram, 1996; Pilling & Eroglu, 1994; Saxe & Weitz, 1982).

Based on these considerations, the purpose of this research is to examine the relationships between customer-oriented selling and emotional intelligence, which may be influenced by training and managerial policies. In addition, the research will revisit the issues of customer-oriented sales practices and dimensions of organizational commitment and salesperson performance.

Much of the recent work on emotional intelligence is based on the foundation provided by Gardner (1983). Although he did not use the term *emotional intelligence*, his reference to intrapersonal and interpersonal intelligence has been used as a foundation in more recent models on this topic. Gardner’s (1983) concept refers to having the ability to know and understand one’s own emotions and other individuals’ emotions and intentions. This understanding, in turn, is presumed to guide one’s behavior. Salovey and Mayer (1990) were the first to formally conceptualize and use the term *emotional intelligence*. Their conceptualization included three mental processes: (a) the appraisal and expression of emotions in oneself and others, (b) the regulation of emotion in oneself and others, and (c) the utilization of emotions to facilitate thought.). Recently, other instruments attempting to measure the concept of EI have been developed. Ability measures exist (Mayer, Caruso, & Salovey, 2000) that view EI as an intelligence that relates to the processing of information. Scales stressing the use of informants who provide information about how a person is perceived by others also exist (Boyatzis, Goleman, & Hay/McBer, 1999).

Thus we based on the above literature we propose the following hypothesis:

H1: Customer orientation Selling is positively associated with Emotional intelligence

COMMITMENT AND CUSTOMER ORIENTED SELLING

The concept of commitment is used in various ways. According to Brickman (1987) “Commitment is whatever it is that makes a person engage or continue in a course of action when difficulties or positive alternatives influence the person to abandon the action”. Klinger (1977) explained commitment as the momentary event of deciding to pursue any particular goal.

Organizations need committed employees in order to face the worldwide competition. Organizational commitment is a psychological state that binds an employee to an organization. Two approaches have been used to define the commitment by researchers: One-dimensional approach and Multidimensional approach. According to One dimensional approach, organizational commitment refers to the relative strength of the identification of the individual and his or her involvement in a particular organization (Porter, Steers, Mowday and Boulian, 1974). Multidimensional approach views organizational commitment as a psychological state that consists of three components – Affective, Continuance and Normative Commitment (Allen and Meyer, 1990; Meyer and Allen, 1997)

The study conducted by Clugston M (2000) suggested that cultural dimensions are significant predictors of commitment. Specific significant results include (1) power distance is related to commitment across all foci (2) Collectivism related to work group commitment.

Rozell, Pettijohn and Parker (2004) in their study on sales persons indicted that a sales person’s customer orientation level is significantly related to emotional intelligence. Mannars should consider using emotional intelligence as a selection and human resources development tool Xiao and Björkman (2006), tested in China’s information technology industry and human resource executives. The analysis revealed evidence for high commitment work system. Kuvaas (2006) in a cross sectional survey of bank employer reported that performance appraisal satisfaction was directly related to effective commitment. Researchers have investigated the effect of organizational commitment on salespeople (Cotton & Tuttle, 1986; Ingram & Lee, 1990; Sager, 1991). For example, Ingram and Lee (1990) found that organizational commitment was a significant factor in understanding sales force behavior. Specifically, the researchers found

that organizational commitment was a significant predictor of propensity to leave a sales position. Similarly, McNeilly and Russ (1992) found that commitment was negatively related to turnover intentions, particularly in low sales performers. The notion of organizational commitment has been reviewed extensively within the literature.

Based on the Organizational Commitment Questionnaire developed by Mowday, Porter, and Steers (1982), Allen and Meyer (1990) developed and validated separate measures for each component. Based on the aforementioned literature, it is evident that a void exists in the literature with regard to the relationship between emotional intelligence and customer orientation. The purpose of this study, therefore, is to examine the relationship of these variables to one another. In addition, the impact of customer orientation on organizational commitment and sales performance is also considered.

One explanation that may be advanced for the findings linking customer-oriented sales and organizational commitment may be derived from the long-term orientation described as being a requisite characteristic of one's level of customer orientation. It could be argued that one who scores highly in organizational commitment would be more predisposed to stay with the organization over the long-term and would thus have higher levels of customer orientation. In a study of retail salespeople, the level of customer orientation was significantly related to organizational commitment (Pettijohn et al., 2002). Similarly, in a study of two separate sales groups, organizational commitment was the only variable found to be significantly related to customer orientation in both groups (O'Hara et al., 1991). Other research has also found a relationship between commitment and customer-orientation scores (Hoffman & Ingram, 1991; Kelley, 1992; Siguaw, Brown, & Widing, 1994). Based on previous research, the following hypothesis is proposed:

H2: Customer orientation Selling will be positively influenced with organizational commitment.

METHODOLOGY

Five personal variables (age, gender, marital status, working experience and job tenure) were controlled in statistical analysis. Already established scales were used in the study, for Customer selling orientation (SOCO) a scale developed by Saxe and Wietz (1982) was used, for organizational commitment (Allen Mayer 1997) and for measuring EI (Schuttle et al., 1998) was used.

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In sample, researchers sent the questionnaires to MNC's in Delhi, Mumbai and Banagalore through emails. 400 questionnaires were sent. Summer Interns were also held responsible during in-company trainings for encouraging the employees for giving response. By their efforts we received 360 responses. Out of which 352 questionnaires were in usable condition to administer. Administration procedures emphasized response confidentiality, as opposed to participant anonymity.

Five personal variables (age, gender, marital status, working experience and job tenure) were controlled in statistical analysis following previous researchers .Since gender and marital status were categorical in nature, these variables were initially dummy coded. The hypotheses were tested using a four-step hierarchical regression (Cohen& Cohen, 1975) where the controlled variables were entered in the first step, followed by the main effects of Customer orientation Selling on Organisational Commitment in the second step. Emotional Intelligence was added in the equation in the third step. In the final step, the interaction term was added into the regression equation. The change in the F-value and the significance of the individual parameter was observed. If interaction term was found to be significant, Emotional intelligence is said to influence the relationship between Customer orientation Selling and Commitment.

The sample profile is shown in Table 1.

Table 1: Sample Profile of Respondents

<i>Demographic Variables</i>	<i>Categories</i>	<i>Frequency</i>	<i>Percentage</i>
Gender	Male	186	52.8%
	Female	166	47.2%
Marital Status	Married	192	54.5%
	Unmarried	160	45.5%
Age	20-30 years	112	31.8%
	31-40 years	136	38.6%
	41-50 years	104	29.6%
Working Experience	1-5 yrs	88	25%
	6-10 yrs	196	55.7%
	11-15 yrs	68	19.3%
Job Tenure	1-5 yrs	154	43.7%
	6-10 yrs	132	37.5%
	11-15 yrs	66	18.8%

The SOCO (selling orientation/customer orientation) scale developed by Saxe and Weitz (1982) was used to assess the sample's customer-orientation levels. This scale is a 24-item scale that has been used in numerous studies of salesperson customer orientation levels (cf. Brown, Widing, & Coulter, 1991; Dunlap, Dotson, & Chambers, 1988; Williams & Attaway, 1996). The general properties of the SOCO scale have been examined and discussed in a variety of studies. The original developers of the SOCO scale (Saxe & Weitz, 1982) tested the scale through the use of two separate samples. Reliability was examined by the use of the coefficient alpha technique. The alpha level for the first sample was 0.86, and the second sample was found to have an alpha level of 0.83.

As stated by Dunlap et al. (1988), "The SOCO scale does appear to be a robust and useful measure of the customer orientation of salespeople (p. 186)." In the present analysis, the scale had an alpha coefficient value of 0.87. Based on these factors, the scale seemed appropriate for the purposes of the present research. Emotional Intelligence was measured through a questionnaire developed by Schutte et al., (1998) consisting of 30 items with a response s ranging from strongly disagree(1) to strongly agree(5). The scale has a Cronbach Alpha of .81 in current study.

Organizational Commitment Questionnaire, developed by Allen and Meyer was used in the study. This scale measures commitment in three areas namely affective, normative and continuance commitment. Given the focus of the current study on customer orientation and emotional intelligence (both of which measure a component of emotion), the Allen and Meyer eight-item Affective Commitment Scale (ACS) was included as the measure of organizational commitment. Coefficient alphas for the ACS of 0.87 and 0.81 were obtained by Allen and Meyer, and in the present study, respectively.

Table 2 presents the scale means and alpha coefficients

Table 2: Reliability Coefficients of the Instruments

<i>Variables</i>	<i>No. of Items</i>	<i>Cronbach α</i>
Customer Orientation Measurement	24	.87
Emotional Intelligence	30	.81
Commitment	8	.96

As seen from Table 2, the instruments used in this study were reliable, with coefficients ranging from 0.81 to 0.96, which exceeded the minimum

acceptance level of 0.70. The mean score for each study variable can be seen from Table 3.

Table 3: Mean Scores and Standard Deviations of the Study Variables

<i>Variables</i>	<i>Mean</i>	<i>Standard Deviation</i>
Customer Orientation Measurement	82.16	4.36
Emotional Intelligence	46.14	14.12
Organizational Commitment	62.34	2.16

Table 4: Coefficients of Correlations among the variables

<i>Variables</i>	<i>1</i>	<i>2</i>	<i>3</i>
Customer Orientation	1		
Emotional Intelligence	.59**	1	
Organizational Commitment	.48**	.56**	1

Note: ** $p < 0.01$; * $p < 0.05$

Table 5: Hierarchical Regression Results

Independent Variables	Std Beta Step 1	Std Beta Step 2	Std Beta Step 3	Std Beta Step 4
Control Variables				
Gender	0.063	0.084	0.046	0.044**
Age	0.248	0.215	0.324**	0.393**
Marital Status	0.017	0.029	0.145*	0.426**
Work Experience	0.164	0.182**	0.243**	0.282**
Job Tenure	0.062**	0.168**	0.232	0.286**
Emotional Intelligence		0.526**	0.428**	0.414**
Organisational Commitment			0.826**	0.318**
Linkages between Emotional Intelligence and Organisational Commitment				4.364**
R ²	0.228	0.552	0.764	0.896
Adj R ²	0.332	0.676	0.854	0.891
R ² Change	0.228	0.324	0.212	0.132
F Change	0.000	0.000	0.000	0.000

Note: ** $p < 0.01$; * $p < 0.05$

As shown in table 3, when the five personal variables were entered into the regression analysis in the first step, the coefficient of determination (R^2) was found to be 0.23 indicating that 23% of Customer oriented Selling is explained by demographic variables. In step 2, to test whether Organisational Commitment serves as an independent variable, a second regression was undertaken. By adding Organisational commitment as independent variables, the R^2 increased to 32.4%. This R^2 change (0.32) is significant. This implies that the additional 32.4% of the variation in Customer oriented selling is explained by Organisational Commitment. The F-statistics is significant ($p = 0.000$) suggesting that the proposed model was adequate. As can be seen from Table 5, Organisational commitment had a positive relationship with Customer oriented Selling.

From the second regression model, it can be observed that Control variables (Work experience and Job tenure) did have a significant influence on managerial effectiveness at 0.05 level. As for the Independent variable, Organisational commitment was found to have a positive and significant impact on Customer oriented Selling at 0.05 level. This result provided full support for the first hypothesis of the study.

In the third step, Emotional Intelligence was entered into the equation in order to gauge its impact on the Independent variable. The R^2 increased from 55.2% to 76.4% indicating a change of 21.2%, which is significant at .01 level. In the fourth and final step, the interaction terms was entered into the model. It can be seen that the additional variance explained by the interaction term of 13.2% was significant at .01 level. The result derived from the final step proved our second hypothesis of the study.

INTERPRETATION AND DISCUSSION

The results of the analysis provide implications that may be valuable to researchers and sales practitioners. The finding that customer-oriented selling is positively related to sales performance indicates that customer-oriented sales practices are indeed likely to yield positive returns on investments. Thus, firms that are engaged in the sale of products and services that rely upon customer satisfaction for future sales and profits should recognize that customer-oriented sales practices are not “benevolent” activities that provide no “legitimate” returns. Instead, these firms should recognize that investments in activities leading to greater levels of customer orientation will result in enhanced levels of salesperson performance.

Inclusion of emotional intelligence into daily organizational life will include training for emotional intelligence, revising selection and placement practices, counseling, training for attributional style, and encouraging constructive behaviors through the organization's performance appraisal and reward structure. Training can be done in a group setting to familiarize employees with the competencies of emotional intelligence: self-awareness, self-regulation, self-motivation, social awareness (empathy), and social skills (relationship management). Emotional intelligence training involves assessment of the job, assessment of the individual, motivation, self-directed change, performance feedback, practice, support, encouragement, reinforcement, and evaluation (Goleman, 1995). Finally, organizations that train for emotional intelligence should follow through by incorporating these important behaviors into their performance appraisals and reward structures. Emotionally intelligent behaviors that promote increased sales and responses to customers should be rewarded. The importance of emotional intelligence should be communicated at all levels of the organization and employees should receive feedback on their efforts to behave constructively in sales situations.

Measurement of Emotion intelligence at the time of recruitment of sales personnel will also improve the overall higher organizational commitment and better sales force performance. Rigorous training for improvement of higher EI leading to higher commitment can improve the overall effectiveness of sales persons. Performance evaluations and rewards can also be linked to the EI and commitment. Regular training for the improvement of sales skills can also be recommended which can have attributions of EI and higher commitment. EI also predicts sales outcomes and behaviours beyond cognitive abilities associated with affective component of the commitment.

Limitations of the study

- There are several limitations in this study that need to be considered. The respondents represent an educated work group that calls on educated clients. It is recommended that this type of study be replicated across a variety of industries to determine the importance of EI across industry lines.
- Second, respondents represented in this study are not necessarily representative of sales forces in other cultures. It is recommended that this type of research be replicated in other countries to determine if there is universal importance placed on EI characteristics.

Future Research

Such measures are inherently subject to potential bias; therefore, future research could use actual performance measures provided by the target organizations. Future research in the area of EI is needed to determine if relationships exist between EI measurements and variables such as dispositional affectivity, social desirability, job satisfaction, and turnover intentions.

It would also seem that job satisfaction and turnover rates may be affected by EI, as these people would seem to be more mature and could deal with difficult situations in a more effective manner.

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ANNEXURE

SOCO

1. I try to give customers an accurate of what our product/service will do for them.
2. I try to get the customer to discuss their needs with me.
3. I try to influence a customer by information rather than pressure.
4. I try to help a customer achieve their goals.

5. I answer a customer's question about product/services as correctly as I can.
6. I try to figure out what a customer's needs are.
7. A good employee has to have the customer's best interest in mind.
8. I try to bring a customer with a problem together with a product/service that helps solve that problem.
9. I am willing to disagree with a customer in order to help him or her make a better decision.
10. I offer the product/service that is best suited to the customer's problem.
11. I try to achieve my goals by satisfying customers.
12. I try to find out what kind of products/services will be most helpful to a customer.
13. If I am not sure our product/service is right for a customer, I will still supply pressure to get him or her to buy.
14. I imply to a customer that something is beyond my control when it is not.
15. I try to sell as much as I can rather than to satisfy a customer.
16. I spend more time trying to persuade a customer to buy than I do trying to discover his or her needs.
17. I pretend to agree with a customer to please them.
18. I treat a customer as a rival.
19. It is necessary to stretch the truth in describing a product to a customer
20. I begin talking about the product/service before exploring a customer's need with him or her.
21. I try to sell a customer all I can convince them to buy, even if I think it is more than a wise customer would buy.
22. I paint too rosy a picture of my product/service to make them sound as good as possible.
23. I decide what product/service to offer on the basis of what I can convince customers to accept, not on the basis of what will satisfy them in the long run.
24. I keep alert for weaknesses in a customer's personality so I can use them to put pressure on them to agree with me.

The 33-Item Emotional Intelligence Scale

1. I know when to speak about my personal problems to others

2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them
3. I expect that I will do well on most things I try
4. Other people find it easy to confide in me
5. I find it hard to understand the non-verbal messages of other people
6. Some of the major events of my life have led me to re-evaluate what is important and not important
7. When my mood changes, I see new possibilities
8. Emotions are one of the things that make my life worth living
9. I am aware of my emotions as I experience them
10. I expect good things to happen
11. I like to share my emotions with others
12. When I experience a positive emotion, I know how to make it last
13. I arrange events others enjoy
14. I seek out activities that make me happy
15. I am aware of the non-verbal messages I send to others
16. I present myself in a way that makes a good impression on others
17. When I am in a positive mood, solving problems is easy for me
18. By looking at their facial expressions, I recognize the emotions people are experiencing
19. I know why my emotions change
20. When I am in a positive mood, I am able to come up with new ideas
21. I have control over my emotions
22. I easily recognize my emotions as I experience them
23. I motivate myself by imagining a good outcome to tasks I take on
24. I compliment others when they have done something well
25. I am aware of the non-verbal messages other people send
26. When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself
27. When I feel a change in emotions, I tend to come up with new ideas
28. When I am faced with a challenge, I give up because I believe I will fail
29. I know what other people are feeling just by looking at them
30. I help other people feel better when they are down
31. I use good moods to help myself keep trying in the face of obstacles

32. I can tell how people are feeling by listening to the tone of their voice
33. It is difficult for me to understand why people feel the way they do

Affective Commitment Scale items

1. I would be very happy to spend the rest of my career with this organization
2. I enjoy discussing my organization with people outside it
3. I really feel as if this organization's problems are my own
4. I think that I could easily become as attached to another organization as I am to this one (R)
5. I do not feel like 'part of the family' at my organization (R)
6. I do not feel 'emotionally attached' to this organization (R)
7. This organization has a great deal of personal meaning for me
8. I do not feel a *strong* sense of belonging to *my* organization (R)