Distributed Management in Service Setting: An Exploration of the Feasibility of Coordinating Three Different Orientations in a Store

Atsushi Inuzuka

Abstract—The aim of this study was to explore the feasibility of *distributed management of service functions* in a store setting, where distributed management means different salespeople serving customers from different perspectives rather than one salesperson providing all service functions. Analysis using three orientations (customer, selling, and learning orientation) as substitutes for service functions revealed that distributed management is feasible only when followers of the sales team in a store exhibit strong initiating structure leadership behavior.

Index Terms—Distributed management, service functions, selling orientation, customer orientation, learning orientation, store management.

I. INTRODUCTION

A critical issue for companies that stress service in selling is improving the skills of their salespeople. In the area of personal selling, researchers have developed various concepts for identifying these skills, such as customer and selling orientation [1], learning and performance orientation [2]-[4], market and learning orientation [5], work domain goal orientation [6]-[8], technology orientation [9], etc. Since the focus of these researches is mainly on the individual salesperson, typical research questions are how different orientations affect salesperson performance, how to acquire a specific orientation, etc.

Though these questions are practically important, the hard fact is that compelling each salesperson in a store to have a high level of performance for each orientation is quite difficult. To keep these performances for each orientation high in store-setting, a way is needed to attain a high overall level of team performance without each team member having a high level of performance for each orientation. To attain this goal, I propose a new style of sales team management: *distributed management of service functions*. The basic idea is to have the different members of the team provide only one or a few of the service functions in a store. In this paper, I explored the feasibility of this management style by investigating store performance in 410 stores of a Japanese apparel chain.

II. THEORETICAL BACKGROUND

A. The Principle of Specialization and Coordination

"Specialization and coordination" is the key concept to understanding why forming an organization is more efficient than simply accumulating individuals [10]. As Smith [11] observed almost 250 years ago, a person making pins and doing every step in the process could produce only 10 to 20 pins per day, whereas a pin factory employing 10 people, with each one doing only one step (as shown in Fig. 1), could produce 48,000 pins per day. This means that forming an organization could improve labor productivity (output per person per day) by more than 240 times. This principle became the basis for forming organizations, especially for manufacturing.
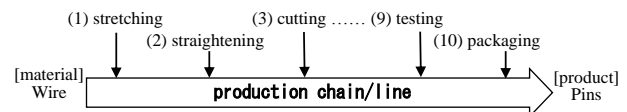

Fig. 1. Principle of specialization and coordination for a pin factory.

However, there are some settings in which this concept has not been fully applied. A great example is the service industry (or the area of service management). Take the selling of clothing as an example. The service functions in an apparel store can roughly be divided into (1) greeting, (2) identifying customer needs, (3) coordinating, (4) checking, and (5) sending off. Having each function provided by a different store salesperson (Fig. 2) would not yield the performance improvement seen in the pin factory example. Rather, most customers prefer to be served by a single salesperson even if that person does not have a high level of performance for each function. However, by shifting the viewpoint from service function to salesperson orientation might enable a high overall level of team performance to be achieved by using a certain combination of salespeople. I explored the feasibility of doing this using three widely known orientations: customer, selling, and learning orientation.
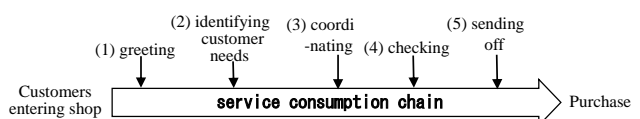

Fig. 2. Distributed management of service functions in an apparel store.

Customer orientation is defined as the degree to which salesperson practice the marketing concept by trying to help

their customers make purchase decisions that will satisfy customer needs [1]. Contrary, sales-oriented salesperson seeks to stimulate demand, rather than responding to customer needs, and emphasizes closing the deal, more than customer relationships. Learning orientation is defined as the degree to which a salesperson takes an intrinsic interest in his or her work, a view of oneself as being curious, and a search for opportunities that permit independent attempts to master material [2]. Since these three orientations are the most widely known [12], I used them in my investigation of distributed management of service functions.

B. The Concept of Distributed Management

Fig. 3 compares the ordinary approach with the distributed management of service functions approach (hereafter, distributed approach). With the ordinary approach, each salesperson must have a high level of performance for each orientation in order to provide the service well. With the distributed approach, each salesperson does not need to have a high level of performance for each orientation in order to provide the service functions well. Instead, each orientation is provided by a salesperson with a high level of performance for that orientation.
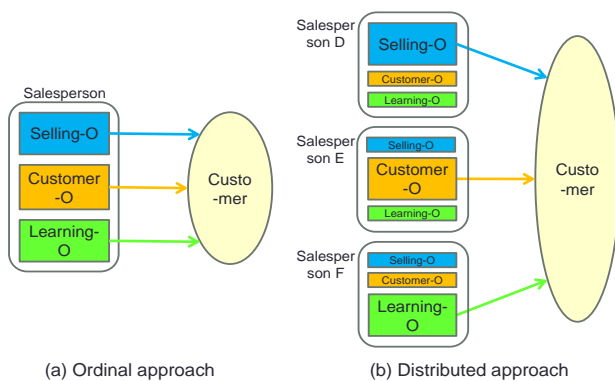

Fig. 3. Ordinal approach vs. distributed approach.

Whichever approach the store takes, customers can receive a high level of service for all three orientations. If customers require service with all three orientations in order to come to a purchase decision, we can expect the same level of performance for both approaches. However, for the distributed approach to work well, a mechanism is needed for efficiently providing service with all three orientations ('distributedness' itself does not necessarily ensure high performance). In other words, a distributed approach works well only if there is a coordination mechanism.

C. Leadership Behavior as a Coordination Mechanism

Leadership behavior is a promising candidate for a coordination mechanism to make distributed management work well. Leadership is believed to be a strong mechanism for making a team work well so that it achieves high performance. A series of studies identified two key leadership behaviors – *initiating structure* and *consideration*. The former involves behavior in which a leader organizes and defines the tasks in the group, tends to establish well-defined patterns and channels of communication, and spells out ways of completing the job. The latter involves behavior indicating friendship, mutual trust, respect, warmth, and rapport between

a leader and followers [13]. Since both leadership behaviors are assumed to yield high team performance, the following hypothesis can be made.

H1: A team's performance is higher when the three orientations are well dispersed among team members and when the formal leader's leadership behavior is better

Recent literature suggests that more than one team member could emerge as leaders from any level in a team. Lord and Brown [14] argue that "a leader-centric perspective is problematic for the advancement of leadership research because limiting research to easily observed behaviors linked directly to outcomes ignores the underlying processes and mechanism at the core of leadership theory." This implies that followers not only enhance their motivation to lead but also promote the seeking out of leadership responsibilities and opportunities to develop leadership skills [15], [16]. If leadership is viewed from this perspective, the accumulation of leadership behavior from followers in a team would be a more effective mechanism for coordination. This discussion leads to the following hypothesis.

H2: A team's performance is higher when the three orientations are well dispersed among team members and when the followers' leadership behavior is better.

These hypotheses were tested, as described in the following section.

III. METHOD

A. Site

A survey was organized targeting salespeople in a large Japanese apparel company. The company owned 498 directly managed stores under five brands in Japan and employed more than 2500 salespeople at the time of this research. Because four of the five brands were of clothes for young women (the other brand had just started targeting families), most of the salespeople were women aged 18–28.

Each salesperson was asked to complete a survey containing various items, including years of working as a salesperson, commitment to the company or store, attitude toward work, personal maturity, and leadership behavior. It took about 15 to 25 minutes to complete the survey depending on the number of salespeople in the store. To alleviate fear of one's responses being exposed to others, the respondents were instructed to place the completed survey in an envelope and seal it before submitting it.

A total of 1915 survey forms were sent to 447 stores (excluding newly opened stores) at the beginning of the month, and 1846 were returned within about a week (response ratio of 96.3%). After eliminating survey forms from stores with missing responses, the sample size for store-level analysis was reduced to 1719 survey forms from 410 stores for leadership variables. The average number of salespeople per store was 4.2, and the average time working as an apparel salesperson (including time working for other apparel companies) was 2.44 year.

B. Dependent Variables: Store Performance

As dependent variables, the average number items per purchase (hereafter, *average items per purchase*) and the average spend per purchase (hereafter, *average customer spend*) in the month the survey was conducted were collected through the company's point of sale (POS) system. These store performance criteria were chosen because they are not directly affected by store location (since most of the stores were located in a large shopping mall, it was impractical to control all locational factors) compared to other criteria such as store sales and store profits.

C. Independent Variables: Customer, Selling, and Learning Orientations

The ten-item scale of Thomas *et al.* [17], a shorter version of the 24-item SOCO scale initially developed by Saxe and Weitz [1], was used to measure the customer and selling orientations. Five items (with two slightly modified) made by Sujan *et al.* [2] and Kohli *et al.* [3] was used to measure the learning orientation. Three factors were found using factor analysis with an eigenvalue greater than 1. After varimax rotation, the three factors corresponded to each of the three orientations, so the factor scores were used as the degrees of orientation (Table I). From the factor scores for the followers working in a store, the averages for selling orientation (SO), customer orientation (CO), and learning orientation (LO) were calculated.

TABLE I: ITEMS FOR THREE ORIENTATIONS

name	items	factor_1	factor_2	factor_3
SO1	Tries to sell as much as I can, rather than satisfying customers.	−0.266	0.032	0.594
SO2	Find it necessary to stretch the truth in my sales representations.	0.225	0.023	0.620
SO3	Tries to sell as much as I can to convince the customer to buy, even if it is more that wise customers would buy.	0.059	0.069	0.672
SO4	Paints too rosy a picture of the products or services to make them sound as good as possible.	0.028	−0.111	0.663
SO5	Makes recommendations based on what I think I can sell and not on the basis of customers' long−term satisfaction.	−0.152	−0.096	0.575
CO1	Tries to figure out a customer's needs.	0.652	0.275	0.036
CO2	Have the customer's best interests in mind.	0.721	0.204	−0.007
CO3	Takes a problem solving approach in selling products or services to customers.	0.619	−0.035	−0.197
CO4	Recommends products or services that are best suited to solving problems.	0.616	0.208	0.036
CO5	Tries to find out which kinds of products or services would be most helpful to customers.	0.602	0.362	0.092
LO1	I put in a great deal of time sometimes in order to learn something new about service method.	0.145	0.526	0.039
LO2	(R) There really are not a lot of new things to learn about selling.	0.024	0.656	−0.158
LO3	Making mistakes when selling is just part of the learning process.	0.158	0.564	−0.013
LO4	I am always learning something new about my customers.	0.286	0.565	−0.094
LO5	Refining my sales skill is of fundamental importance to me in order to be a better salesperson.	0.142	0.636	0.079
	squared factor loadings after varimax rotation	2.367	2.070	2.050
	cumulative proportion of the variance accounted for	15.8	29.6	43.2

N＝1,846. Numeric number respresents factor loadings for each item. Reversed score was used for the item with (R).

To evaluate the degree of 'distributedness' of the three orientations, I propose using two measures. The first (1), the *SOCOLO individual distribution*, is simply the sum of the individual differences between the three orientations divided by the number of salespeople in the store. Note that it does not depend on the differences in configuration among salespeople. This is illustrated in Fig. 4. In Store X, all the salespeople have the same level for each orientation. In Store Y, each salesperson has a different level for each orientation. , the SOCOLO value is nevertheless the same for both stores.

$$SOCOLO_{individual\_distibution}$$
$$= \sum_i \{|SO_i - CO_i| + |CO_i - LO_i| + |LO_i - SO_i|\}/n$$

$, where\ SO_i, CO_i, LO_i\ each\ represents\ salesperson\ i's\ factor\ score$
$n: number\ of\ salespeople\ in\ the\ store$ (1)

Taking the difference of disposition among salespersons into consideration, the second proposed measure (2), the *SOCOLO store distribution*, measures the extent of dispersion of the three orientations among salespeople. It is the average Euclidean distance among salespeople when the scores for the three orientations (SO, CO, and LO) are plotted in three-dimensional space.

$$SOCOLO_{store\_disribution}$$
$$= \sum_i \sum_{j,i \neq j} \sqrt{(SO_i - SO_j)^2 + (CO_i - CO_j)^2 + (LO_i - LO_j)^2}/n(n-1)$$
(2)

While the *SOCOLO individual distribution* measures the dispersion of the three orientations for a salesperson, the *SOCOLO store distribution* measures the dispersion of the three orientations among the salespeople in a store.
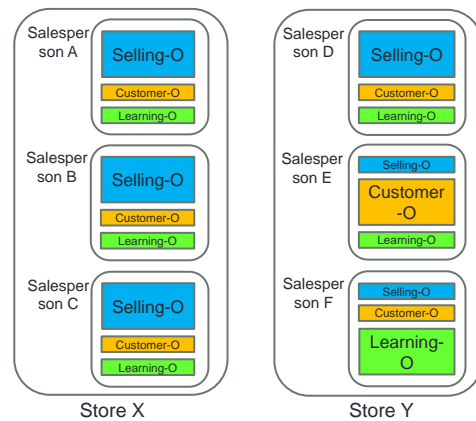

Fig. 4. Examples of variance among three orientations for a store.

D. Control Variables

To evaluate leadership behaviors, I chose five items each for measuring initiating structure and consideration from the Leader Behavior Description Questionnaire [18], [19], which has been revised several times (latest version is LBDQ-form XII) and is still being used today. The items were modified to make them suitable for evaluating the leadership behavior of other salespeople in a store. For example, if store X had three salespersons (A, B, and C), the items for A were customized to include the names of B and C and reworded to make them suitable for evaluating the leadership behaviors of B and C. For the purpose, lists of sales people names by store were obtained beforehand. In addition, since the original LBDQ was designed for evaluating the leadership behaviors of a formal leader, the items were slightly modified: the words "he (the boss)" and "group" were replaced with "this person (salesperson's name)" and "me," respectively (Table II). Before analysis, the average scores were calculated for each item. For example, the scores for salesperson A were the average scores of those given by B and C in their evaluations of A.

TABLE II: ITEMS FOR LEADERSHIP BEHAVIOR

concept	items	factor 1	factor 2
initiating stcuture	This person [the name] makes his/her attitudes clear to me.	0.664	0.015
	This person [the name] asks that I follow standard rules and regulations.	0.899	0.024
	This person [the name] lets me know what is expected of me.	0.799	0.330
	This person [the name] assigns me to particular tasks	0.911	0.132
	This person [the name] decides what shall be done and how it shall be done.	0.908	0.133
consideration	This person [the name] does little things to make it pleasant to be a member of the store.	0.255	0.818
	(R) This person [the name] acts without consluting me.	−0.212	0.622
	This person [the name] is friendly and approachable.	0.066	0.757
	This person [the name] listens to me giving opinions and interests. (∗)	0.283	0.808
	This person [the name] looks out for the personal welfare of me.	0.209	0.856
	squared factor loadings after varimax rotation	3.778	3.159
	cumulative proportion of the variance accounted for	37.8	69.4

N＝1,719. Numeric number respresents factor loadings for each item.
Reversed score was used for the item with (R).
(∗) Substituted for another item measured concurrently in the survey.

A confirmatory factor analysis was run using this other-evaluation data. Although the LBDQ was well-designed to yield two factors: initiating structure and consideration, one item was replaced with another item measured concurrently because it did not correspond well to either of newly-created factors. The final surveyed items are listed in Table II. Principal factor analysis showed that two factors had eigen values of more than 1; they corresponded after varimax rotation to initiating structure and consideration. The scores (calculated using regression) of these two factors were used as the score for initiating structure and score for consideration for each salesperson. Two variables, initiating structure and consideration *by followers*, were calculated by averaging the factor scores for followers working in the store. The factor scores for the actual leader were used for the initiating structure and consideration *by a leader* variables.

The two hypotheses were tested by using interaction terms between the two distribution scores and the leadership behavior scores. The scores were standardized before making interaction terms to avoid multicollinearity.

E. Control Variables

Control variables were inserted to offset the bias. The *store average of apparel experience of the salesperson* was calculated by averaging the months working as an apparel salesperson (including the time working for other apparel stores) for all the salespersons in the store. *Retail space* (measured by the traditional Japanese unit of "tsubo." 1 tsubo is almost equivalent to 3.3 square meters) and *brand dummies* were considered because they were expected to reflect store performance. Dummies for the *number of salespersons in the store* were also considered.

IV. RESULTS

Since there were no too strong relationships among the independent variables, I took regression analysis for hypotheses testing. The results are summarized in Table III and IV. Multicollinearity was averted because the maximum values of the VIF of following models were around 2.0.

Model 1 shows the direct effect of the three orientations on performance. Store-level learning orientation was almost positively related to both performance criteria, indicating that learning is a key to improving store-level performance. Customer orientation did not almost have a significant effect on the performance criteria. Selling orientation positively affected average customer spend while it did not significantly affect average items per purchase.

For H1 to be supported, the coefficients on the interaction terms in Models 2 and 3 in Table III (SOCOLO *individual* distribution × initiating structure *by a leader*; SOCOLO *individual* distribution ×consideration *by a leader*; SOCOLO *store* distribution × initiating structure *by a leader*; SOCO *store* distribution × consideration *by a leader*) must be positive and significant. However, no significant effects were found for both criteria, so H1 was not supported.

The results for testing H2 (followers' coordination effect) are summarized in Table IV. Note that the two individual-level variables in Table IV (leadership behavior *by a* leader) have been replaced with follower-level variables (leadership behavior *by followers*). Two interaction terms (SOCOLO *individual* distribution ×initiating structure *by followers* in Model 2; SOCOLO *store* distribution ×initiating structure *by followers* in Model 3) showed positive contributions to average customer spend whereas there was no contribution to average items per purchase. Therefore, H2 was partially supported only when they use initiating structure for coordination.

TABLE III: RESULTS FOR TESTING HYPOTHESIS 1 (LEADER'S COORDINATION EFFECT)

dependent vatiables	average items per purchase			average customer spend		
	Model 1	Model 2	Model 3	Model 1	Model 2	Model 3
SO (selling orientation)_storeavg	0.018	0.017	0.011	0.045 *	0.050 **	0.046 *
CO (customer orientation)_storeavg	0.090	0.097 *	0.089	0.020	0.022	0.021
LO (learning orientation)_storeavg	0.113 *	0.107 *	0.100 *	0.046 *	0.051 **	0.049 *
SOCOLO_individual_distribution		−0.047			0.010	
SOCOLO_individual_distribution × INST_leader		0.036			0.031	
SOCOLO_individual_distribution × CON_leader		−0.028			−0.002	
SOCOLO_store_distribution			−0.048			0.011
SOCOLO_store_distribution × INST_leader			0.019			−0.012
SOCOLO_store_distribution × CON_leader			−0.035			0.009
INST_leader	−0.043	−0.051	−0.039	−0.014	−0.016	−0.016
CON_leader	−0.056	−0.051	−0.065	−0.004	0.002	−0.001
storeavg of apparel experience	0.000	0.005	0.003	0.056 **	0.056 **	0.056 **
retail space	0.312 ***	0.319 ***	0.317 ***	−0.037	−0.035	−0.038
brand dummy1	—	—	—			
brand dummy2	−0.104	−0.106	−0.109 *	−0.063 **	−0.062 **	−0.062 **
brand dummy3	−0.106	−0.104	−0.108	−0.274 ***	−0.274 ***	−0.273 ***
brand dummy4	−0.019	−0.019	−0.020	0.830 ***	0.832 ***	0.830 ***
brand dummy5	0.167 **	0.163 **	0.165 **	−0.062 **	−0.064 **	−0.062 **
dummy on stores with 2 sales person	−0.110 *	−0.114 *	−0.120 *	−0.035	−0.033	−0.034
dummy on stores with 3 sales person	—	—	—	—	—	—
dummy on stores with 4 sales person	−0.095	−0.096	−0.096	−0.007	−0.008	−0.007
dummy on stores with 5 sales person	−0.110 *	−0.113 *	−0.115 *	−0.003	−0.004	−0.002
dummy on stores with 6 sales person	−0.083	−0.085	−0.085	0.028	0.028	0.029
dummy on stores with 7 sales person	−0.144 **	−0.144 **	−0.147 **	−0.016	−0.016	−0.015
dummy on stores with 8 sales person	−0.139 **	−0.142 **	−0.141 **	−0.006	−0.007	−0.006
dummy on stores with 9 sales person	−0.081	−0.082	−0.079	0.010	0.008	0.009
adj.R^2	0.170	0.167	0.167	0.877	0.877	0.876
F	5.6 ***	4.9 ***	4.9 ***	162.3 ***	139.5 ***	138.6 ***

N=410. Numeric value represents standafized partial coefficient (* p<.05, ** p<.01, *** p<.001). Max of the VIF = 2.091.
SO, CO, LO each represents selling, customer, and learning orientation. INST and CON each represents initiating structure and consideration.

TABLE IV: RESULTS FOR TESTING HYPOTHESIS 2 (FOLLOWERS' COORDINATION EFFECT)

dependent vatiables	average items per purchase			average customer spend		
	Model 1	Model 2	Model 3	Model 1	Model 2	Model 3
SO (selling orientation)_storeavg	0.013	0.010	0.012	0.042 *	0.044 *	0.041 *
CO (customer orientation)_storeavg	0.079	0.080	0.083	0.018	0.017	0.020
LO (learning orientation)_storeavg	0.097 *	0.090	0.086	0.044 *	0.048 *	0.045 *
SOCOLO_individual_distribution		−0.033			0.011	
SOCOLO_individual_distribution × INST_followers		0.028			0.042 *	
SOCOLO_individual_distribution × CON_followers		0.025			0.012	
SOCOLO_store_distribution			−0.038			0.011
SOCOLO_store_distribution × INST_followers			0.014			0.045 *
SOCOLO_store_distribution × CON_followers			0.032			−0.001
INST_followers	0.003	0.007	0.010	0.013	0.013	0.011
CON_followers	0.006	0.002	0.003	−0.006	−0.006	−0.003
storeavg of apparel experience	0.009	0.012	0.011	0.055 **	0.055 **	0.055 **
retail space	0.314 ***	0.316 ***	0.320 ***	−0.036	−0.038	−0.040
brand dummy1	—	—	—	—	—	—
brand dummy2	−0.111 *	−0.109 *	−0.112 *	−0.062 **	−0.058 **	−0.057 **
brand dummy3	−0.109	−0.108	−0.110	−0.275 ***	−0.274 ***	−0.273 ***
brand dummy4	−0.023	−0.022	−0.021	0.830 ***	0.831 ***	0.831 ***
brand dummy5	0.169 **	0.169 **	0.168 **	−0.062 **	−0.063 **	−0.060 **
dummy on stores with 2 sales person	−0.116 *	−0.116 *	−0.125 *	−0.037 *	−0.037 *	−0.040 *
dummy on stores with 3 sales person	—	—	—	—	—	—
dummy on stores with 4 sales person	−0.093	−0.094	−0.096	−0.008	−0.008	−0.006
dummy on stores with 5 sales person	−0.118 *	−0.120 *	−0.123 *	−0.007	−0.006	−0.001
dummy on stores with 6 sales person	−0.089	−0.092	−0.095	0.025	0.025	0.026
dummy on stores with 7 sales person	−0.144 **	−0.144 **	−0.146 **	−0.017	−0.014	−0.014
dummy on stores with 8 sales person	−0.142 **	−0.143 **	−0.146 **	−0.008	−0.005	−0.005
dummy on stores with 9 sales person	−0.086	−0.086	−0.087	0.007	0.007	0.007
adj.R^2	0.165	0.161	0.162	0.877	0.878	0.878
F	5.5 ***	4.7 ***	4.8 ***	162.4 ***	140.6 ***	140.9 ***

N=410. Numeric value represents standafized partial coefficient (* p<.05, ** p<.01, *** p<.001). Max of the VIF = 2.091.
SO, CO, LO each represents selling, customer, and learning orientation. INST and CON each represents initiating structure and consideration.

V. DISCUSSION

From the results obtained for the effect of distributed management of service functions (three orientations), we can draw three conclusions. First, the interaction terms were effective only for the initiating structure leadership behavior. This indicates that distributed management requires adequate direction by someone in the store.

Next, for distributed management to work, the initiating structure leadership behavior should be performed by followers, not by the leader. This could be due to the burden placed on a leader. The demands of management limit the time and effort a leader can expend on coordinating the service functions in a store. Particularly when there are many shoppers in the store, the team of salespeople must be the ones coordinating on the spot.

The last conclusion is based on the finding that coordination of distributed management of service functions affected only average customer spend. One possible reason is that salespeople acquire the skills needed to increase average customer spend from experience. This is suggested by the finding that the coefficients on the variable *store average of apparel experience of the salespeople* were all positive and significant only for average customer spend. If the ability to increase average customer spend actually does require a certain amount of experience, a store manager (leader) should try to pass on his or her sales skills to the other team members. This would require the salespeople to work collaboratively, which would lead to a high level of the initiating structure behavior by followers.

Maybe, the main reason of relatively little effect of *distributed management* derives from consistency in service delivery [20] expected by Japanese customers.

VI. CONCLUSION

To address the lack of principles for achieving high performance in the service industry, I explored the feasibility of *distributed management of service functions* with three major orientations. From the results of my analysis, I can point out at least three conditions that need to be taken into account.

(1) The initiating structure leadership behavior is a feasible way to coordinate the activities of salespeople with different orientations.

(2) This coordination mechanism (i.e., initiating structure) should be performed by followers of the sales team in a store, not the formal leader.

(3) Distributed management of service functions has a limited effect on team performance criteria.

Japan became one of the major industrial nations in the world by applying the principle of "specialization and coordination" to manufacturing industry. But now it is facing a shortage of human resources in the service setting. It is thus imperative for Japan and similar countries to identify other principles that better fit this new world. It would be an honor if this paper were recognized as the first step towards addressing this problem.

ACKNOWLEDGMENT

REFERENCES

[1] R. Saxe and B. A. Weitz, "The SOCO scale: A measurement of the customer orientation of salespeople," *Journal of Marketing Research*, vol. 19, no. 3, pp. 343-351, 1982.

[2] H. Sujan, B. A. Weitz, and N. Kumar, "Learning orientation, working smart, and effective selling," *Journal of Marketing*, vol. 58, no. 3, pp. 39-52, July 1994.

[3] A. K. Kohli, T. A. Shervani, and G. N. Challagalla, "Learning and performance orientation of salespeople: The role of supervisors," *Journal of Marketing Research*, vol. 35, no. 2, pp. 263-274, May 1998.

[4] M. Ahearne, S. K. Lam, J. E. Mathieu, and W. Bolander, "Why are some salespeople better at adapting to organizational change?" *Journal of Marketing*, vol. 74, no. 3, pp. 65-79, May 2010.

[5] S. F. Slater and J. C. Narver, "Market orientation and the learning orientation," *Journal of Marketing*, vol. 59, no. 3, pp. 63-74, 1995.

[6] A. J. Elliot and J. M. Harackiewicz, "Approach and avoidance achievement goals and intrinsic motivation," *Journal of Personality and Social Psychology*, vol. 70, no. 3, pp. 461-475, 1996.

[7] D. Vande-Walle, "Development and validation of a work domain goal orientation instrument," *Educational and Psychological Measurement*, vol. 57, no. 6, pp. 995-1015, 1997.

[8] D. Vande-Walle, W. Cron, and J. W. Slocum, "The role of goal orientation following performance feedback," *Journal of Applied Psychology*, vol. 86, no. 4, pp. 629-640, 2001.

[9] G. K. Hunter and W. D. Perreault, "Sales technology orientation, information effectiveness, and sales performance," *Journal of Personal Selling & Sales Management*, vol. 26, no. 2, pp. 95-113, 2006.

[10] P. Milgrom and J. Roberts, *Economics, Organization & Management*, Prentice Hall, 1992.

[11] A. Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations*, London: Methuen & Co., Ltd, 1776.

[12] T. W. Leigh and P. F. McGraw, "Mapping the procedural knowledge of industrial sales personnel: A script-theoretic investigation," *Journal of Marketing*, vol, 53, no. 1, pp. 16-34, 1989.

[13] J. L. Gibson, J. M. Ivancevich, J. H. Donnelly, and R. Konopaske, *Organizations: Behavior, Structure, Processes (14th Ed.)*, McGraw Hill, 2012.

[14] R. G. Lord and D. J. Brown, "Leadership, values, and subordinate self-concepts," *Leadership Quarterly*, vol. 12, no. 2, pp. 133-152, 2001.

[15] D. V. Day and M. M. Harrison, "A multilevel, identity based approach to leadership development," *Human Resource Management Review*, vol. 17, no. 4, pp. 360-373, 2007.

[16] S. DeRue and S. Ashford, "Who will lead and who will follow? A social process of leadership identity construction in organizations," *Academy of Management Review*, vol. 35 no. 4, pp. 627-672, 2010.

[17] R. W. Thomas, G. N. Soutar, and M. M. Ryan, "The selling orientation - customer orientation (S.O.C.O) scale: A proposed short form," *Journal of Personal Selling and Sales Management*, vol. 21, no. 1, pp. 63-69, 2001.

[18] R. M. Stogdill, *Manual for the Leader Behavior Description Questionnaire – from XII: An Experimental Revision*, Bureau of Business Research, Ohio State University, 1963.

[19] C. A. Schriesheim and R. M. Stogdill, "Differences in factor structure across three versions of the Ohio State leadership scales," *Personal Psychology*, vol. 28, pp. 189-206, 1975.

[20] R. N. Bolton and J. H. Drew, "A longitudinal analysis of the impact of service changes on customer attitudes," *Journal of Marketing*, vol. 55, no. 1, pp. 1-9, 1991.

Atsushi Inuzuka is currently a professor at Nagoya University, Japan. After five years of industry experience in product development, he received a Ph.D. in knowledge science from Japan Advanced Institute of Science and Technology. His research interests include many topics related to management.