The Impact of Emotional Intelligence, Salesperson Skills, and Training Effectiveness Toward Salesperson Performance in Mining Heavy Equipment Companies

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Abstract. The heavy equipment and automotive industry are intricately interconnected with the coal mining sector, given that they serve as the primary machinery utilized by contractors in coal mining projects. Given the substantial business opportunities within the mining companies, the Salesperson Performance in these companies has become a focal point in sales force management. However, the Salesperson Performance is subject to various influencing factors. Therefore, this research seeks to evaluate relevant prior studies across diverse sectors and clarify the impact of key variables—namely, Emotional Intelligence, Salesperson Skills, and Training Effectiveness—on Salesperson Performance in mining heavy equipment companies. The study involved 136 respondents employed in 11 mining heavy equipment companies. The findings revealed a significant impact of Emotional Intelligence, Salesperson Skills, and Training Effectiveness on Salesperson Performance, notwithstanding certain dimensions of these variables exhibiting a less significant relationship.

Keywords: *Salesperson Performance, Emotional Intelligence, Salesperson Skills, Training Effectiveness*.

1 Introduction

Miao and Evans [43] underscore the significance of salesperson performance within business organizations, emphasizing the handling of crucial financial, product, and client information that is susceptible to transfer between companies. Salesperson performance is influenced by various factors, and identifying these factors can be a challenging task. Here are some of them: Emotional Intelligence and Leadership Style [16], Emotional Intelligence, Salesperson Skills [44], Role Perceptions, Aptitude, Salesperson Skills, Motivation, Personal Factors, Organizational & Environmental [22], Aptitudes, Job-Related Psychosocial Factors, Motivation, Personal Factors, Salesperson Skills, Strategic Activity, Internal Environment, and External Environment [23], Training Effectiveness, Compensation [18], [19], Sales Volume Fluctuation, Product Supply, Training Effectiveness, Commission & Incentive, and Planning of Sales Activity [41].

However, it is widely acknowledged that three key elements, namely ‘emotional intelligence’, ‘salesperson skills’, and ‘training effectiveness’, play a crucial role in

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shaping sales performance. In recent years, the concept of emotional intelligence has gained substantial popularity, underscoring its importance in the realm of sales and business success.

Various researchers have defined the concept of emotional intelligence in different ways. In a comprehensive sense, emotional intelligence can be understood as the capacity to perceive, detect, interpret, regulate, enhance, and effectively use emotions [29]. It identifies five domains that collectively encompass personal ('self-awareness', 'self-regulation', and 'self-motivation') and social ('social awareness' and 'social skills') competencies within the realm of emotional intelligence. Moreover, it underscores that 'emotional intelligence' is a skill that, through practice and learning, can be enhanced. This suggests that employees have the potential to undergo training to develop their emotional intelligence abilities and skills, empowering them to navigate challenging situations effectively, particularly in customer-facing roles.

Sales skills constitute a critical individual-level factor influencing salesperson performance, as noted by Churchill et al. [22]. The demanding nature of turbulent business environments has driven sales departments to actively seek highly skilled salespersons to ensure successful outcomes [38]. Sales-person skills, as defined, encompass the acquired abilities enabling individuals to carry out essential tasks within a sales job. These skills are often categorized into four distinct sections: 'sales closing skills', 'interpersonal skills', 'technical skills', and 'marketing skills'.

Sanders [46] introduces a fresh perspective on training, suggesting that while it was traditionally viewed as an expenditure, it now serves the role of an investment activity. In this evolved understanding, organizations are encouraged to invest in enhancing both hard and soft skills to achieve optimal results. This signifies a shift in mindset, recognizing the long-term benefits and returns associated with effective training initiatives.

Byrne [17] aligns with the perspective presented by Jehanzeb and Bashir [39], highlighting the trend of modernization in organizations. In the contemporary business landscape, organizations require employees with updated skills and knowledge to navigate this era of modernization. This need for current skills and knowledge is addressed through training and development initiatives. Aguinis and Kraiger [7] share a similar perspective, emphasizing that organizations do not exist in isolation.

United Tractors Group (UT) plays a significant role in the mining industry, being the largest heavy equipment supplier, the leading mining contractor, and holding concessions for Coal, Gold, and Nickel mining. However, UT faces several challenges, as evidenced by the inconsistency in sales performance. The mining sector is influenced by factors such as fluctuating demand due to commodity price variations and competition from Chinese brands penetrating the market. Market Share of Komatsu, brands sold by UT, reveals contradictions in its sales performance. Despite UT's strengths, which include the quality of products and services, innovative solutions, and strong customer relationships, the company grapples with challenges.

The formulation of the research question is:
Question #1: Does Emotional Intelligence significantly impact Salesperson Performance?
Question #2: Do Salesperson Skills Significantly Impact Salesperson Performance?
Question #3: Does Training Effectiveness significantly impact Salesperson Performance?

2 Literature Review

2.1 Emotional Intelligence

Emotional intelligence (EI) has emerged as a relatively recent and growing field of study, gaining substantial attention and popularity in academic and non-academic circles over the past two decades [21]. In a broader conceptual framework, integrating insights from diverse sources including Spencer and Spencer's seminal work "Competence at Work," as well as research on high performance and leadership competence within organizational contexts, the construct of emotional intelligence delineates five domains that encompass both personal ("self-awareness," "self-management," and "self-motivation") and social ("social awareness" and "social skills") competencies. This perspective notably draws inspiration from Daniel Goleman's influential exploration of emotional intelligence in "Working with Emotional Intelligence" [29],[30],[31].

2.2 Salesperson Skills

Sales professionals' application of sales principles and techniques is key to achieving success in the dynamic marketplace. The individual factor of sales skills assumes a pivotal role in this context. These skills equip salespersons with the necessary abilities for effective communication, enabling them to discern and fulfill customer needs and desires. Notably, the significance of sales skills is underscored by their influence on the performance of salespersons, making them instrumental in building and sustaining customer relationships.

Salesperson skills are defined as the learned skills by individuals to perform the essential tasks of a sales job which include four distinct sections: sales closing skills, interpersonal skills, technical skills, and marketing skills.

Considering the multi-dimension nature of ‘salesperson skills, including ‘sales closing skills’, ‘interpersonal skills’, ‘technical skills’, and ‘marketing skills’, the integration of emotional intelligence adds a layer of depth to the understanding of salesperson’s dynamics. The exploration of emotional intelligence among salespersons promises insights into how emotional competencies impact sales performance, customer relationships, and, consequently, overall business success. Further research in this area could unveil strategies to enhance emotional intelligence within sales teams, fostering a more resilient, adaptable, and customer-focused sales force.

2.3 Training Effectiveness

The Human Resource (HR) department holds significant importance in the effective management of organizations [19]. Project failures can result from inadequate management of HR functions such as leadership, training, and compensation. Many companies lack a formal HR infrastructure or fail to implement it properly.

Training program effectiveness, which refers to whether training achieves its intended purpose or goal. Training effectiveness can be measured either by trainees or by supervisors at an individual level, thus the aggregated data are often reported as training effectiveness [40]. Training evaluation is used for finding the training effectiveness. This entails understanding the organizational context, the inherent features of the training regimen, and the attributes of individuals both prior to, during, and following the training. It's crucial to differentiate between training evaluation and training effectiveness. While training evaluation focuses on the detailed examination of the outcomes of a training program, training effectiveness delves into a broader analysis of the overall training system.

2.4 Salesperson Performance

Salesperson performance has been a central focus in sales force management for over 80 years, captivating the attention of both practitioners and researchers. Its paramount significance in sales literature lies in the clear correlation with overall corporate success – when salespersons excel, the organization tends to thrive, and conversely, underperformance often leads to organizational challenges. In various sectors such as retailing, services, and industries, factors influencing sales performance are diverse and complex [50]. Managers navigating sales forces face the challenge of identifying optimal profiles and characteristics aligning with corporate strategies and goals. Effective strategy implementation requires prioritizing specific attitudes and behaviors among salespeople while leading and directing sales forces. Managers, when establishing control and reward systems, must consider the most fitting skills, traits, and characteristics for each system, prompting ongoing exploration in the field of sales research.

2.5 Hypothesis Development

1. The Impact of Emotional Intelligence towards Salesperson Performance
It has asserted a direct correlation between emotional intelligence and performance, a proposition substantiated both conceptually and empirically in the literature [14], [15]. Within the realm of emotional intelligence, certain key components are crucial for top performers. Notably, the competency of self-awareness has been identified as vital for job performance. Research indicates that eighty-three percent of individuals high in self-awareness are top performers, while only two percent fall into the bottom performer category [15].

Leaders with elevated levels of emotional intelligence exert influence over the emotional intelligence of their followers, shaping the overall emotional atmosphere of the team based on their own emotional state. To harness the benefits of emotional

intelligence, leader-followers must comprehend the variables constituting emotional intelligence. Emotional intelligence contributes to 80-90 percent of the competencies distinguishing outstanding leaders from average leaders [29]. If accurate, this assertion underscores the critical role of emotional intelligence in organizational success, impacting the performance of both leader-followers and buyer-sellers. Leaders possessing emotional self-awareness can recognize their intrinsic emotional drivers, allowing them to adeptly manage their emotional disposition and that of buyer-sellers. Various leaders exhibit diverse leadership styles, and within this context, leadership traits align with specific emotional intelligence determinants to varying degrees.

As a result, the following hypothesis is advanced in this study:
H1#1: Emotional Intelligence has a positive and significant effect on Salesperson performance.

2. The Impact of Salesperson Skills Towards Salesperson Performance

The exploration of independent variables influencing salesperson performance has been the subject of numerous studies [22], [9]. These determinants are classified based on their association with salesperson performance [22]. It is ranked as follows:

- In terms of average size association: Role Variables, Selling Skills, Motivation, Personal Factors, Aptitude, Organizational Factors
- In terms of real variation, excluding sampling error: Personal Factors, Selling Skills, Role Variables, Aptitude, Motivation, Organizational/Environmental Factors

Its findings highlighted the significance of selling skills, ranking them second in importance across both average size association and real variation. While acknowledging fewer studies on individual characteristics related to selling skills in their meta-analysis, subsequent research has delved into specific micro-skill streams of selling skills, categorized into three dimensions: interpersonal, salesmanship, and technical skills.

Building upon [22] foundational work, the current research seeks to investigate the impact of sales skills on salesperson performance. This study focuses on four dimensions of sales skills, namely interpersonal skills, salesmanship skills, technical skills, and marketing skills.

The research investigates the relationship between these selling skills dimensions and salesperson performance.

- ‘Interpersonal Skills’ and ‘Salesperson Performance’

‘Interpersonal skills’ encompass mental and communication strategies employed during social interactions to achieve specific effects and outcomes. [61] identified dimensions of ‘interpersonal skills’ as listening, empathy, optimism, and perceived observation skills. These dimensions have been operationalized and empirically tested independently to gauge ‘interpersonal skills’ in predicting ‘salesperson performance’. Effective ‘interpersonal skills’, including strong listening, empathy, optimism, and observation abilities, are crucial for achieving high selling performance.

Previous studies have underscored the critical importance of effective listening skills as a valuable communication skill essential for the success of salespersons [60], [62],

[63], [64]. Additionally, empathetic skills have been acknowledged as significant contributors to salesperson performance [60]. It is further identified that individuals with high responsive characteristics exhibit heightened identification or perceptive observation skills related to the social styles of others, traits deemed crucial for successful salespersons.

Building on this foundation, understanding and empathizing with others' emotions can elucidate salesperson performance [72]. Supporting this notion, Rapisarda (2002) conducted research on the impact of emotional intelligence on work performance and found that empathic competency strongly correlates with overall performance. In summary, past empirical studies consistently demonstrate a positive relationship between the four dimensions of interpersonal skills—effective listening, empathy, responsive characteristics, and perceptive observation skills—and salesperson performance. It is anticipated that a similar positive relationship will be observed within our sample of salespersons in the present study.

- **Salesmanship Skills and Salesperson Performance**

Salesmanship skills encompass various subcategories, typically divided into five dimensions: ‘adaptability’, ‘consultative selling’, ‘negotiation and questioning’, and ‘salesperson cues and communication style skills.’ Previous studies have often examined each dimension independently when exploring their relationship with ‘salesperson performance’ [61].

Adaptive selling, characterized as the capacity of a salesperson to modify their sales behavior during customer interactions [55], has consistently demonstrated a positive association with both salesperson performance and organizational effectiveness, as evidenced by research studies conducted by [65], [66], and [58].

Negotiation skills are deemed indispensable in the sales process, contributing significantly to a salesperson's success, according to [67] and [68]. The linkage between effective negotiation, questioning, and listening skills underscores the importance of perceptual abilities in adaptive selling, as noted by [71].

The role of communication style emerges as a critical factor influencing a salesperson's ability to successfully close sales. Successful salespersons exhibit an adeptness in adjusting their communication styles to suit the preferences of their customers, as suggested by [70]. Furthermore, nonverbal cues, encompassing voice qualities, nonverbal vocalization, body movement, and spatial distances, have been identified as influential in determining the likelihood of a sale. Specific voice characteristics, as highlighted in studies by [69], have demonstrated a high correlation with output sales performance.

Consultative skills, such as adjusting the sales environment based on buyer cues and employing complementary salesmanship skills like consultative selling practices, negotiation ability, and effective communication, contribute positively to a salesperson's performance [67]. The conscious effort to understand customer needs through probing and questioning further enhances the overall performance of a salesperson.

- **‘Technical’ and ‘Marketing Skills’ Influence on ‘Salesperson Performance ’**

Technical knowledge in the context of sales refers to a salesperson's ability to provide information regarding the design, specifications, applications, and functions of products and services. Conversely, marketing skills involve a salesperson's

understanding of the industry, including customer needs, competitors' products and services, and market trends. Both technical and marketing knowledge serve as indicators of the depth of understanding a salesperson possesses about the business environment in which they operate. A comprehensive knowledge base is integral for salespeople to effectively navigate the complexities of the market.

Empirical evidence consistently supports a positive relationship between the application of technical knowledge and higher salesperson performance, as demonstrated in studies [9]. Recognizing and understanding external and organizational environmental factors has been identified as crucial for salespersons in fulfilling their selling tasks [22], [59], [38]. Additionally, customer knowledge is acknowledged as a critical factor influencing salesperson performance, with studies indicating that effective salespeople possess richer and more interconnected knowledge structures about their customers [58].

Weitz [55] emphasized a significant positive relationship between performance and strategy formulation capabilities, which necessitate extensive knowledge of the market, competitors, and products. Ahearne and Schillewaert [56] confirmed the impact of marketing skills on salesperson performance, while Sengupta et al. [57] identified strategic ability and intrapreneurial ability as significant determinants of salesperson effectiveness. Mäkinen et al. [54] stressed the importance of a salesperson's product knowledge, encompassing benefits, applications, competitive strengths, and limitations, as crucial for performance. Ingram et al. [38] reiterated the significance of product knowledge for salespersons.

As a result, the following hypothesis is advanced in this study:
H1#2: Salesperson skills has a positive and significant effect on Salesperson performance.

3. The Impact of Training Effectiveness towards Salesperson Performance

Sales training plays a pivotal role in enhancing job performance, especially for newly recruited sales personnel. While job performance typically improves with experience, training expedites this process, enabling salespeople to reach high performance levels sooner. This is particularly crucial given the higher turnover rate among new sales personnel compared to experienced ones. Without proper training, new sales personnel may feel unprepared, leading to dissatisfaction and an increased likelihood of leaving the company. Effective sales training not only aids new sales personnel in performing their jobs satisfactorily but also contributes to a reduction in turnover, lower recruitment and selection costs, and an overall increase in the efficiency of the personal selling operation.

The effectiveness of the sales force is significantly influenced by the relationships between customers and prospects. Both new and experienced sales personnel play a vital role in shaping and maintaining these relationships, highlighting the overarching impact of the sales force on the success of the organization. While some old-school sales managers believed in a "sink-or-swim" approach, assuming that good salespeople are born, not made, the contemporary understanding emphasizes the importance of proper initial training for recruits. Although some individuals may have innate sales

abilities, appropriate training significantly enhances the productivity of most recruits. Additionally, ongoing sales training continues to improve the job performance of both inherently talented and trained sales personnel.

Effective salespeople require extensive knowledge about the products they sell, the companies they represent, and the customers they serve. Beyond information, they must understand how these facts translate into benefits that customers seek. Experienced salespeople categorize customer knowledge and develop effective sales presentations tailored to specific customer categories. Continuous improvement in customer knowledge is achieved through various means, including leveraging information from market research studies, seeking feedback, analyzing successes and failures, and fostering an intrinsic orientation toward their work.

The social style matrix [53] illustrates the concept of developing categorical knowledge to facilitate adaptive selling. This matrix categorizes customers based on their responsiveness and assertiveness in sales interactions, offering cues for identifying social styles and providing salespeople with presentations that can be adapted accordingly. Categorical schemes, such as the social style matrix, offer salespeople valuable tools to enhance their knowledge and adaptability.

As the result, the following hypothesis is advanced in this study:
H1#3: Training effectiveness has a positive and significant effect on Salesperson performance.

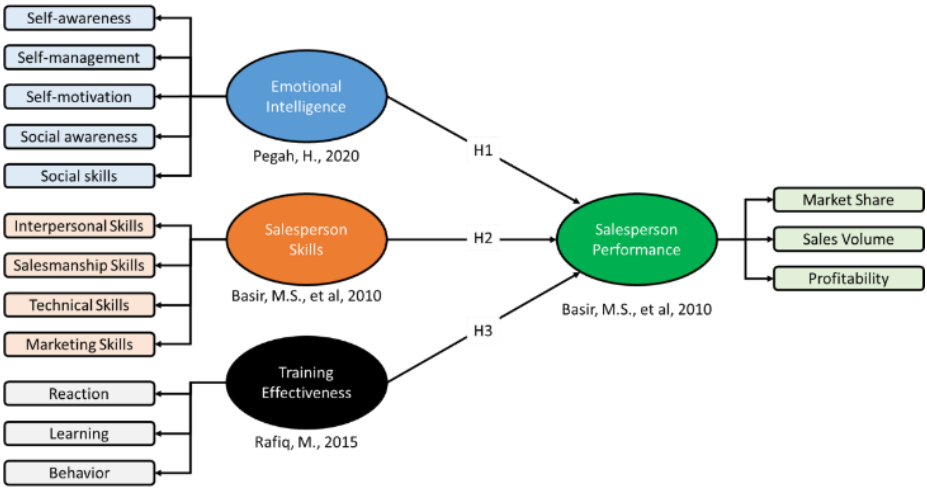

Fig 1. Research Model of the Study with Hypotheses.

3 Research Method

3.1 Sample and Data Collection

The study involved 136 respondents employed in 11 mining heavy equipment companies using Google Form as questionnaire with stages below:
Stage 1: Do the pre-test sample involves the steps of data preparation, screening by Mahalanobis distance is used to identify multivariate outliers, conducting validity and reliability testing. After conducting tests in Excel, the researcher transfers the pre-test data to SPSS. The construct validity of the questionnaire will be verified using the SPSS software in this stage
Stage 2: In this study, this combined data is then tested in SPSS including the outliers test, normality test, correlation test, and multi-collinearity test. After the data is completed, testing in SPSS will produce final data which is then used to perform hypothesis testing using SEM which in this study uses SMART PLS.

3.2 Research Variables

Independence Variable. Emotional Intelligence (EI) is measured with 25 indicators across five dimensions. Salesperson Skills (SPS) is measured with 17 indicators across four dimensions. Training Effectiveness (TE) is measured with 10 items across three dimensions. Detailed construct, dimensions and indicator/ observe variable of research can be seen in Table 1.

Table 1. Constructs, Dimensions, and Indicators

Variables		Dimensions		Operationalization
Variables	Coding	Dimension	Coding	Variable / Indicators
Emotional Intelligence	EI	Self-Awareness	EI1	EI11 to EI13
		Self-Management	EI2	EI21 to EI25
		Self-Motivation	EI3	EI31 to EI34
		Social Awareness	EI4	EI41 to EI45
		Social Skills	EI5	EI51 to EI58
Salesperson Skills	SPS	Interpersonal Skills	SPS1	SPS11 to SPS15
		Salesmanship Skills	SPS2	SPS21 to SPS23
		Technical Skills	SPS3	SPS31 to SPS35
		Marketing Skills	SPS4	SPS41 to SPS44
Training Effectiveness	TE	Reaction	TE1	TE11 to TE13
		Learning	TE2	TE21 to TE24
		Behavior	TE3	TE31 to TE33
Salesperson Performance	SPP		SPP	SPP11 to SPP31

Dependence Variable. Salesperson Performance (SPP) is measured with 3 indicators.
Control Variable. This study has some control variables such as age, gender, company origin and working to ensure that they have the necessary qualifications to answer the questions in the survey representing their respective coal mining companies.

4 Result and Discussion

4.1 Demographic of Respondents

To delineate the demographic profile of the respondents, this study considered several control variables, namely Gender, Company Origin, Age and Working Experience. According to the collected data, the distribution for gender revealed that 99.3% of the respondents were male, accounting for 136 respondents, while there were no female respondents (0.7%). United Tractors is the main Company Origin of respondents 80% and the rest are other mining sector companies on the scope of research. Regarding age demographics, the distribution was as follows: 36% were below 30 years old, 51% were between 31-40 years old, 10% were between 41-50 years old, and the remaining 3% represented respondents aged above 50 years old. Meanwhile, Working Experience are spread to 29% below and include 5 years, 29% from 6-10 years, 27% from 11-15 years, 10% from 16-20 years and 5% above and include 21 years.

4.2 Data Analysis

The data screening process is started by checking the missing data for the entire 136 respondents using SPSS after raw data is collected from google forms questionnaire. After that, data is screened to remove possible invalid, or outlier respondents based on the multivariate outlier screening. This data sample is being checked for multivariate outliers using Mahalanobis Distance (MD) analysis. MD analysis finds the acceptable distance from data samples mean and classifies those who are far away from this value as the outliers. MD will map the data and find the furthest distance from the center that is acceptable.

The analysis starts with calculating probability value by comparing MD to a chi-square distribution with the same degrees of freedom. The degrees of freedom will correspond to the total variables that have been grouped together to calculate MD, where in this study the degree of freedom is three. Multivariate outliers will be indicated by the value of probability that is less than 0.001. This study conducted this analysis three times until there are no more multivariate outliers. The MD analysis in this study finally resulted in 1 respondent classified as outliers and thus removed from data sample, leaving 135 respondent's data as the final data sample to be used in the analysis.

Normality Test. The normality test determines whether the residuals in the regression model utilized in this study have a normal distribution. The way to determine the normality of the data is to use the Kolmogorov-Smirnov and Monte Carlo analysis did not predict the data to be normal, but the regression approach utilized in this study does satisfy the assumption of normality. The data will be determined as abnormal (sig score < 0.05), and the results of the normality test with Kolmogorov-Smirnov showed that the index of all constructs $0.09 > 0.05$ in this study was from the minimum required limit. This confirms that the data is more accurately analyzed using an examination of the normal probability plot graph are normally distributed as evidenced by the dispersion of the points around the diagonal line and the fact that the distribution adheres to the direction of the diagonal line can be seen in Fig 2. below.

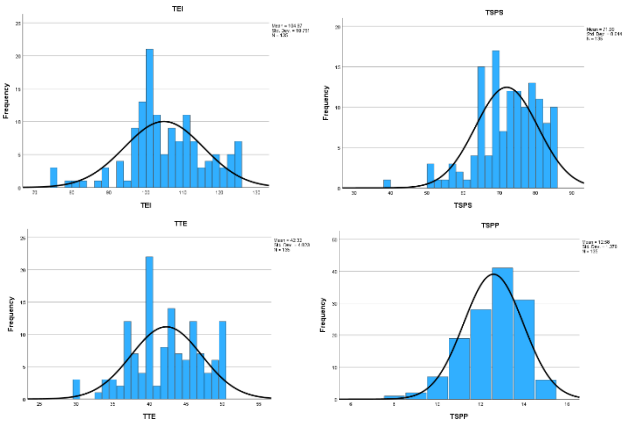

Fig 2. Histogram of Normality Test (Source: Researcher, SPPS v29 Output, 2023)

Collinearity Test. Evaluates multicollinearity to determine if the regression model has detected any correlation among the independent variables. The calculations presented in the table indicate that the VIF value for every independent variable is below 10, and the tolerance value exceeds 0.10. These results suggest that there are no indications of multicollinearity in the regression model.

Table 2. Test of Multicollinearity (Source: Researcher, SPPS v29 Output, 2023)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.534	.493		1.082	.281		
	TEI	.025	.008	.193	3.200	.002	.328	3.048
	TSPS	.072	.011	.451	6.348	<.001	.237	4.211
	TTE	.101	.016	.353	6.452	<.001	.400	2.498

a. Dependent Variable: TSPP

Homogeneity Test. In this research, Levene's and post-hoc Bonferoni's tests are utilized to analyze whether there are any variations in response between the control variables. Values that are lower than 0.05 suggest that the responses to several different factors differ.

Table 3. Test of Homogeneity of Variances (Source: Researcher, SPPS v29 Output, 2023)

Variable & Factor	EI	SPS	TE	SPP
COMPANY	0.576	0.247	0.120	0.558
AGE	0.784	0.393	0.384	0.284
WORKING EXPERIENCE	0.965	0.139	0.134	0.509

Reliability Test. Cronbach's alpha is regarded by researchers as an indicator of reliability to meet the criteria for recognized reliability, the alpha coefficient must exceed 0.70, which signifies that the items possess a substantial degree of internal consistency [36]. The result of the reliability test can be seen in Table 4.

Table 4. Cronbach's Alpha (Source: Researcher, SPPS v29 Output, 2023)

Emotional Intelligence	
Cronbach's Alpha	N of Items
.966	25

Salesperson Skills	
Cronbach's Alpha	N of Items
.965	17

Training Effectiveness	
Cronbach's Alpha	N of Items
.932	10

Descriptive Statistics Analysis. Using descriptive statistics, the characteristics of data, including the mean and standard deviation of variables, are summarized or described. Instead of serving to derive conclusions, descriptive statistics aid in the provision of a plain and concise interpretation of the data. This shows result can be seen in Table 12 (appendix).

Based on this descriptive statistical analysis of emotional intelligence variable, it is known that dimension number 4 (Social Awareness) has the highest average value compared to other dimensions in the same variable. This shows that salesperson feels the social awareness is more impacted.

Based on this descriptive statistical analysis of salesperson skills variable shown by Table 13 (appendix), it is known that dimension number 2 (Salesmanship skills) has the highest average value compared to other dimensions in the same variable. This shows that salesperson feels the salesmanship skills are more impactful.

Table 5. Descriptive Statistics of Training Effectiveness (Source: Researcher, SPPS v29 Output, 2023)

Training Effectiveness

	N	Minimum	Maximum	Mean	Std. Deviation
TTE1	135	3	5	4.26	0.587
TE11	135	3	5	4.25	0.595
TE12	135	3	5	4.27	0.579
TE13	135	3	5	4.27	0.588
TTE2	135	3	5	4.23	0.594
TE21	135	3	5	4.24	0.576
TE22	135	3	5	4.20	0.583
TE23	135	3	5	4.21	0.628
TE24	135	3	5	4.27	0.591
TTE3	135	3	5	4.20	0.661
TE31	135	3	5	4.26	0.657
TE32	135	3	5	4.13	0.674
TE33	135	3	5	4.21	0.651
TTE	135	3	5	4.23	0.614
Valid N (listwise)	135				

Based on this descriptive statistical analysis of training effectiveness variable shown by Table 5, it is known that dimension number 1 (Reaction) has the highest average value compared to other dimensions in the same variable. This shows that salesperson feels the reaction to the training provided by the company is more impacted.

Table 6. Descriptive Statistics of Salesperson Performance (Source: Researcher, SPPS v29 Output, 2023)

Salesperson Performance					
	N	Minimum	Maximum	Mean	Std. Deviation
TSPP	135	3	5	4.19	0.612
SPP11	135	3	5	4.22	0.631
SPP21	135	3	5	4.16	0.625
SPP31	135	2	5	4.19	0.579
Valid N (listwise)	135				

Based on this descriptive statistical analysis of Salesperson Performance variable shown by Table 6, it is known that indicator number 1 (Market Share) has the highest average value compared to other operationalization variables in the same variable. This shows that salesperson feels the fighting for Market Share to company is more impacted.

Structural Equation Modelling Analysis. Structural Equation Modelling (SEM) is a statistical method that allows for the simultaneous examination of correlations among many variables as well as the relationships between variables and their observed variables.

Convergent Validity. This test assesses the degree of correlation between measurements of the same construct. The loading score quantifies the degree of association between each indicator and the notion. The test is considered to have fulfilled the convergent validity criterion if the outer loading score exceeds 0.7 shown by Table 14 (Appendix).

Discriminant Validity. The AVE values for occupational stress (O), effort-reward imbalance (E), work-family conflict (W), and job burnout (B) are all greater than 0.5. According to Hair et al. (2018), the lowest acceptable value for Average Variance Extracted (AVE) is 0.5. Thus, this suggests that the construct's convergent validity is sufficient, as all variables satisfy the criterion of being greater than 0.5.

Reliability Construct. Cronbach's alpha and composite reliability scores are both higher than 0.7. According to the Reliability Test, each variable has a significant level of reliability [39],[40].

Table 7. AVE & Cronbach Alpha (Source: Researcher, SmartPLS, 2023)

Variables & Dimension	Average Variance Extracted (AVE)	Result
Emotional Intelligence	0.569	Valid
Self awareness	0.700	Valid
Self management	0.700	Valid
Self motivation	0.770	Valid
Social awareness	0.742	Valid
Social skills	0.723	Valid
Salesperson skills	0.639	Valid
Interpersonal skills	0.699	Valid
Technical skills	0.819	Valid
Marketing skills	0.782	Valid
Salesmanship skills	0.881	Valid
Training Effectiveness	0.618	Valid
Reaction	0.806	Valid
Learning	0.751	Valid
Behaviour	0.840	Valid

Variables & Dimension	Cronbach's Alpha	Composite Reliability	Result
Emotional Intelligence	0.968	0.970	Reliable
Self awareness	0.787	0.875	Reliable
Self management	0.893	0.921	Reliable
Self motivation	0.900	0.930	Reliable
Social awareness	0.913	0.935	Reliable
Social skills	0.945	0.954	Reliable
Salesperson skills	0.964	0.968	Reliable
Interpersonal skills	0.892	0.921	Reliable
Salesmanship skills	0.932	0.957	Reliable
Technical skills	0.945	0.958	Reliable
Marketing skills	0.906	0.935	Reliable
Training Effectiveness	0.931	0.942	Reliable
Reaction	0.879	0.926	Reliable
Learning	0.889	0.924	Reliable
Behaviour	0.905	0.940	Reliable
Salesperson performance	0.615	0.795	Reliable

SEM – Collinearity. Collinearity is the occurrence of two or more identical indicators in a block indicator [41]. A model is considered collinear if the inner variance inflation factor (VIF) is between the range of 0.2 and greater than 5. The table below demonstrates the presence of collinearity in the model, as indicated by the values obtained from each construct.

Table 8. VIF Table (Source: Researcher, SmartPLS, 2023)

Variables & Dimensions	EI	SPS	TE	SPP
EI				2.705
EI1	1.727			
EI2	3.353			
EI3	2.935			
EI4	4.122			
EI5	3.471			
SPS				3.886
SPS1		3.012		
SPS2		3.495		
SPS3		3.738		
SPS4		2.658		
TE				2.473
TE1			2.046	
TE2			2.521	
TE3			2.017	

SEM – R Square. Using SMartPLS version 3 for data processing, the endogenous Salesperson Performance variable has an R-square value of 0.844, which is greater than the heavily weighted R-square value of 0.67.

SEM – F Square. The F-square statistic is employed to assess the significance of the impact of independent variables on dependent variables when there is a modification, such as by removing exogenous variables. According to the data provided, effort-reward imbalance is the most significant factor in Salesperson Performance, as indicated by the highest value of F-squared (0.34).

Hypotheses Testing Result. This study has three hypotheses, after testing the hypothesis with SEM, it was found that 3 hypotheses were supported. Detailed hypothesis results can be seen in Table 9 below.

Table 9. Direct Result (Source: Researcher, SmartPLS, 2023)

Variables & Dimensions	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Result
EI -> SPP	**0.23**	**0.23**	**0.06**	**3.69**	**0.00**	**Accepted**
EI1 -> EI	0.10	0.10	0.01	12.26	0.00	Accepted
EI2 -> EI	0.22	0.22	0.01	27.08	0.00	Accepted
EI3 -> EI	0.18	0.18	0.01	23.18	0.00	Accepted
EI4 -> EI	0.24	0.24	0.01	24.56	0.00	Accepted
EI5 -> EI	0.38	0.38	0.01	26.68	0.00	Accepted
SPS -> SPP	**0.41**	**0.41**	**0.07**	**5.67**	**0.00**	**Accepted**
SPS1 -> SPS	0.29	0.29	0.01	28.94	0.00	Accepted
SPS2 -> SPS	0.22	0.22	0.01	21.29	0.00	Accepted
SPS3 -> SPS	0.34	0.34	0.01	27.63	0.00	Accepted
SPS4 -> SPS	0.26	0.26	0.01	26.79	0.00	Accepted
TE -> SPP	**0.36**	**0.37**	**0.06**	**5.94**	**0.00**	**Accepted**
TE1 -> TE	0.34	0.34	0.01	23.43	0.00	Accepted
TE2 -> TE	0.44	0.43	0.01	32.53	0.00	Accepted
TE3 -> TE	0.36	0.36	0.02	22.77	0.00	Accepted

Overall Model Fit Analysis. This portion evaluated the overall adequacy of the model by assessing its fit, as indicated by the value of the model fit index. The study exhibits a well-fitting model, as seen by the conclusive results presented in Table 10 below.

Table 10. Overall Model Fit Analysis Result (Source: Researcher, SmartPLS, 2023)

Item	Overall Model Fit
SRMR	0.06
Chi-Square	3,059.52
NFI	0.64

4.3 Discussion

The results of the investigation provide support for three hypotheses. A discussion of each possibility will proceed as follows:

Emotional Intelligence and Salesperson Performance. According to the data above, the first hypothesis is supported because the t-statistic value of 3.69 is >1.96, the p-value of 0.00 is <0.05, the AVE value of 0.569 is >0.5, the Cronbach's Alpha of 0.968 is >0.6, the composite reliability of 0.970 is >0.7, the VIF of 2.705 is <5, the outer loading score 0.751 is > 0.7 and the β value is 0.193. This outcome suggests a direct correlation between both constructs. The study's findings emphasize the association between emotional intelligence and salesperson performance, even though with the lowest average outer loading score and the lowest β value compared to other variables. The β value means that Emotional Intelligence impacts toward Salesperson Performance is only 19.3%, salesperson weigh this variable less influence their performance based on their experiences. Based on the Working experience's Figure in Table 1, more than 50% of respondents are on the cluster 6-15 years, they are mature enough to analyze and judge.

In addition, all emotional intelligence dimensions (self-awareness, self-management, self-motivation, social awareness and social skills) have significant impact on salesperson performance, through the variable effect. The results of our research align with previous studies that have shown a correlation between emotional intelligence and salesperson performance [10], [8], [16].

Noteworthy findings in terms of convergent validity have been observed in the dimensions of Self-awareness (comprising indicator: Emotional awareness, Accurate self-assessment, Self-confidence) and Self-management (with 1 indicator: Self-control). The outer loading values for these four elements are at the threshold of passing the test (with a cut-off value of 0.7), measuring 0.506, 0.618, 0.626, and 0.689, respectively. While they demonstrate a moderate correlation with the dependent variable, this means that some salespersons express a belief that self-awareness may not be crucial for optimal performance. Conversely, some salespersons may underestimate their own capabilities.

The other suspect regarding this result is that there is a system in the company that monitors all the stages of the sales process. Some of Salesperson feel that they do not really depend on their selves. They need to have a support system that makes them perform well.
On the other hand, Social Skills has the highest t-statistic value and the highest average outer loading score among dimensions. It is rational if it becomes the most influential dimension affecting salesperson performance. Since having close relationships with customers is one of the company's strengths, indicator Leadership and Building bonds are very important to develop. Specific to the Salesperson's leadership, the key is to make the customer trust the company. Salespersons need to lead the way to approach and ensure customer will collaborate with the company to succeed.

Salesperson Skills and Salesperson Performance. According to the data above, the second hypothesis is supported because the t-statistic value of 5.67 is >1.96, the p-value of 0.00 is <0.05, the AVE value of 0.639 is >0.5, the Cronbach's Alpha of 0.964 is >0.6, the composite reliability of 0.968 is >0.7, the VIF of 3.886 is <5, the outer loading score average of 0.798 is >0.7 and the β value is 0.451. This outcome suggests a direct correlation between both constructs. The study's findings emphasize the association between salesperson skills and salesperson performance, with the highest average outer loading score (Table 7) and the highest β value (Table 2) compared to other variables. The β value means that the impact of the Salesperson Skills to the Salesperson Performance is 45.1%. The salesperson weigh this variable as the highest influential factor toward their performance based on their experiences in the mining sector industries. All salesperson skills' dimensions (Interpersonal Skills, Salesmanship Skills, Technical Skills, Marketing Skills) have significant impact on salesperson performance, through the variable effect. The results of our research align with previous studies that have shown a correlation between salesperson skills and salesperson performance [12], [34], [22], [23].

Based on the outer loading score of dimensions in Salesperson Skills, Salesman-ship Skills and Technical Skills are both the highest. It shows that some of Salespersons feel that the other dimensions, Interpersonal Skills and Marketing Skills are less impactful to the Salesperson Performance. Regarding Interpersonal Skills, these results highly align with Emotional Intelligence's results, since they relate to the internal capability of the salesperson. On the other side, Marketing Skills' low result leads to suspect that they have less concern since they rely on marketing team to find and analysis information such as competitor's data and industry trends.

Overall, both salesmanship skills and technical skills are integral components of salesperson performance. While salesmanship skills drive customer engagement, relationship-building, and deal closure, technical skills provide the necessary product knowledge and expertise to effectively address customer inquiries and showcase the value of the offering. A combination of both sets of skills is essential for sales professionals to maximize their sales performance and achieve success in today's competitive marketplace.

Training Effectiveness and Salesperson Performance. According to the data above, the second hypothesis is supported because the t-statistic value of 5.94 is >1.96, the p-value of 0.00 is <0.05, the AVE value of 0.618 is >0.5, the Cronbach's Alpha of 0.931 is >0.6, the composite reliability of 0.942 is >0.7, the VIF of 2.473 is <5, the outer loading score average of 0.786 is >0.7 and the β value is 0.353. This outcome suggests a direct correlation between both constructs. The study's findings emphasize the association between training effectiveness and salesperson performance, with sufficient average outer loading score (Table 7) and β value (Table 2) compared to other variables. The β value means that Training Effectiveness impacts on Salesperson Performance is 35.3%, salesperson weigh this variable as the second most influential factor affecting their performance based on their experiences. All training effectiveness' dimensions (Reaction, Learning, Behavior) have a significant impact on salesperson performance, through the variable effect. The results of our research align with the previous studies that have shown a correlation between training effectiveness and salesperson performance [45], [41], [18], [19]. Based on the t-value of dimensions in Training Effectiveness, dimension Behavior is the highest one. It indicates that most of Salespersons aware that theoretical training without practice does not fulfil the expectation or objective of the training. Level 3 of the Kirkpatrick Model for training evaluation and behavior, examines the transfer of learning from the training environment to the workplace. It assesses whether participants are applying the knowledge, skills, or behaviors learned in training on the job. Evaluation methods may include supervisor ratings, performance evaluations, or direct observation of job behaviors to determine the extent of behavior change attributable to the training. Level 3 of the Kirkpatrick Model, which focuses on behavior change, is highly relevant to salesperson performance because it assesses the extent to which salespeople apply the knowledge, skills, and behaviors learned in training to their actual sales activities in the workplace.

4.4 Research Contribution

This study broadens the literature of emotional intelligence, salesperson skills and training effectiveness in mining sector by filling the gap in the previous literature and therefore clarifies their relationship toward salesperson performance. Findings from this study support the ideas of previous researchers as well as produce some practical contributions to business.

- Theoretical Contributions

The research findings have theoretical implications on the existing concepts and relationships among the construct's emotional intelligence, salesperson skills and training effectiveness.

Those theoretical contributions are as follows: First, this study examines the relationship between emotional intelligence and salesperson performance. As mentioned previously, emotional intelligence has a significant impact on salesperson performance [10], [14], [15], through salesperson skills [44]. In addition, according to [8] emotional intelligence's dimensions (self-awareness, self-management, self-motivation, social awareness, and social skills) have a different significance toward salesperson performance. In this study, we found that Emotional intelligence has the lowest significancy than other independent variables toward salesperson performance. In-depth, two of its dimensions, self-awareness, and self-management have a moderate level of significance.

Second, this study confirms the relationship between salesperson skills and salesperson performance. The result of this study shows that salesperson skills have the strongest relationship with salesperson performance, indicated by the highest average outer loading score and the highest β value. Based on the outer loading score of dimensions in Salesperson Skills, Salesmanship Skills and Technical Skills are both the highest.

Lastly, this study examines the relationship between training effectiveness and salesperson performance [45], [55], [53]. Based on the t-value of dimensions in Training Effectiveness, the Behavior dimension is the highest.

- Managerial/Practical Implications

Results from this study provide insights into salesperson performance in the mining sector as practical contributions by examining the relationship among all constructs used in this study. To face the dynamic mining sector's business condition, three independent variables in the study, emotional intelligence, salesperson skills, and training effectiveness could be a solution of recruitment and development of salesperson for both distributor and related suppliers in facing the competition.

5 Conclusion and Recommendation

5.1 Conclusion

Findings in this study show that emotional intelligence, salesperson skills, and training effectiveness significantly impact salesperson performance with salesperson skills as the most impactful variable among others. The positive relation to salesperson performance is also shown by all dimensions.

This result could be a recommendation for Human Resource in designing of recruiting process for new employee to face competition in business condition today.

Table 11. Conclusion list

No	Variable	Research Gap	Research Question	Hypothesis Testing Result	Dimension Testing Result	Previous Studies' Clarification
1	Emotional Intelligence (EI)	• Internal data re-interpretation to the 3 influential factors can be subjective, since represented by incomplete indicators. • Lack of empirical study on the relationship between EI, SPS, TE towards SPP in the context of mining industry.	Does EI significantly impact SPP?	EI is significantly impact SPP	Self-awareness + Self-management + Self-motivation + Social awareness + Social skills +	Agree with: Bansal, J., et al (2020) – ALL; Ali, M. (2018) – EI1, EI2, EI3; Brown, C., (2014) – ALL Disagree with: Ali, M. (2018) – EI4, EI5
2	Salesperson Skills (SPS)		Does SPS significantly impact SPP?	SPS is significantly impact SPP	Interpersonal skills + Salesmanship skills + Technical skills + Marketing skills +	Agree with: Basir, M.S., et al (2010) – SPS1; HAJI, M., (2014) – SPS2, SPS3; Churchill et al. (1985) – ALL; da Silva, J.D., et al (2022) Disagree with: Basir, M.S., et al (2010) – SPS2, SPS3, SPS4; HAJI, M., (2014) – SPS1, SPS4
3	Training Effectiveness (TE)		Does TE significantly impact SPP?	TE is significantly impact SPP	Reaction + Learning + Behaviour +	Agree with: Rafiq, M., (2015) – ALL; Chapagain, R.K., (2022) – ALL; Chaudhry, M.S., et al (2012) – ALL; Kefyalew, A. (2018) – ALL

5.2 **Recommendation**

Here are future research recommendation with Salesperson Performance as dependent variable and combination with existing independent variables:

1. External environmental factors, such as commodity price fluctuation, government policy, global agreement, changes of demographic's profile, etc.
2. Internal environmental factors, such as sales force management system, inventory policy, incentive program, sales & service budling program, geographic location, etc.
3. Relationship with entrepreneurship spirit.
4. Relationship with leadership in organization adopting DEI (Diversity, Equity, Inclusion).
5. Relationship with distribution channels.
6. Impact of customer solution management to salesperson performance.
7. Impact of company's competitive advantage to salesperson performance. Specific case relates to Chinese brands.
8. Implement the research to the start-up and automotive industry. Specific case of electric car.

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Appendix

Table 12. Descriptive Statistics of Emotional Intelligence (Source: Researcher, SPPS v29 Output, 2023)

Emotional Intelligence					
	N	Minimum	Maximum	Mean	Std. Deviation
TEI1	135	3	5	4.14	0.580
EI11	135	3	5	4.16	0.589
EI12	135	3	5	4.19	0.588
EI13	135	3	5	4.07	0.563
TEI2	135	3	5	4.14	0.593
EI21	135	3	5	4.08	0.624
EI22	135	3	5	4.16	0.597
EI23	135	3	5	4.17	0.554
EI24	135	3	5	4.23	0.572
EI25	135	3	5	4.07	0.618
TEI3	135	3	5	4.22	0.577
EI31	135	3	5	4.22	0.594
EI32	135	3	5	4.16	0.558
EI33	135	3	5	4.23	0.585
EI34	135	3	5	4.29	0.571
TEI4	135	3	5	4.23	0.566
EI41	135	3	5	4.24	0.579
EI42	135	3	5	4.22	0.555
EI43	135	3	5	4.23	0.546
EI44	135	3	5	4.28	0.568
EI45	135	3	5	4.19	0.579
TEI5	135	3	5	4.21	0.582
EI51	135	3	5	4.21	0.612
EI52	135	3	5	4.18	0.558
EI53	135	3	5	4.14	0.588
EI54	135	3	5	4.09	0.579
EI55	135	3	5	4.21	0.624
EI56	135	3	5	4.30	0.561
EI57	135	3	5	4.29	0.558
EI58	135	3	5	4.27	0.576
TEI	135	3	5	4.19	0.580
Valid N (listwise)	135				

Table 13. Descriptive Statistics of Salesperson Skills (Source: Researcher, SPPS v29 Output, 2023)

Salesperson Skills					
	N	Minimum	Maximum	Mean	Std. Deviation
TSPS1	135	2	5	4.18	0.627
SPS11	135	2	5	4.21	0.624
SPS12	135	2	5	4.21	0.624
SPS13	135	2	5	4.16	0.597
SPS14	135	2	5	4.16	0.609
SPS15	135	2	5	4.18	0.679
TSPS2	135	3	5	4.40	0.629
SPS21	135	3	5	4.37	0.643
SPS22	135	3	5	4.41	0.626
SPS23	135	3	5	4.42	0.617
TSPS3	135	2	5	4.26	0.642
SPS31	135	2	5	4.21	0.673
SPS32	135	2	5	4.21	0.648
SPS33	135	3	5	4.27	0.651
SPS34	135	3	5	4.33	0.596
SPS35	135	2	5	4.28	0.642
TSPS4	135	2	5	4.15	0.642
SPS41	135	2	5	4.13	0.632
SPS42	135	2	5	4.04	0.645
SPS43	135	2	5	4.18	0.656
SPS44	135	2	5	4.23	0.634
TSPS	135	2	5	4.25	0.635
Valid N (listwise)	135				

Table 14. Convergent Validity (Source: Researcher, SmpartPLS, 2023)

	Emotional Intelligence	Salesperson skills	Training Effectiveness	Salesperson performance	Result
EI11	0.506				Less than cutoff value
EI12	0.618				
EI13	0.626				
EI21	0.689				
EI22	0.795				Valid
EI23	0.736				Valid
EI24	0.738				Valid
EI25	0.780				Valid
EI31	0.717				Valid
EI32	0.719				Valid
EI33	0.786				Valid
EI34	0.778				Valid
EI41	0.774				Valid
EI42	0.828				Valid
EI43	0.744				Valid
EI44	0.814				Valid
EI45	0.797				Valid
EI51	0.768				Valid
EI52	0.785				Valid
EI53	0.807				Valid
EI54	0.777				Valid
EI55	0.775				Valid
EI56	0.828				Valid
EI57	0.781				Valid
EI58	0.804				Valid
SPS11		0.744			Valid
SPS12		0.727			Valid
SPS13		0.767			Valid
SPS14		0.734			Valid
SPS15		0.787			Valid
SPS21		0.858			Valid
SPS22		0.836			Valid
SPS23		0.824			Valid
SPS31		0.832			Valid
SPS32		0.831			Valid
SPS33		0.851			Valid
SPS34		0.844			Valid
SPS35		0.845			Valid
SPS41		0.771			Valid
SPS42		0.758			Valid
SPS43		0.779			Valid
SPS44		0.783			Valid
TE11			0.774		Valid
TE12			0.744		Valid
TE13			0.783		Valid
TE21			0.823		Valid
TE22			0.789		Valid
TE23			0.794		Valid
TE24			0.781		Valid
TE31			0.824		Valid
TE32			0.771		Valid
TE33			0.778		Valid
SPP11				0.760	Valid
SPP21				0.736	Valid
SPP31				0.758	Valid