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Why Empowering Salespeople is a Double Edge Sword

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WHY EMPOWERING SALESPEOPLE IS A DOUBLE-EDGED SWORD

by
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DEDICATION

I would like to dedicate this paper to the individuals that were instrumental in the completion of this program. First, I would like to thank my husband, Ryan, and my daughters Kate and Rese. This process is not easy to accommodate, yet everyone did their part to make this happen. Right from the start we were challenged with missed events like Kate going on to the Regional Science Fair, and Ryan's graduation from Indiana University's Masters in Finance program. Nevertheless, everyone pulled together to make the best of each situation and for that I am extremely thankful.

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ABSTRACT

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Salespeople in business-to-business markets are given autonomy to manage firms' relationships with their customers. This autonomy implies that salespeople are responsible for making decisions that not only benefit but may also adversely impact customers (e.g., offer an account preferential treatment vs. terminate an established account). While numerous studies establish that autonomy (a critical facet of empowerment) has a positive impact on sales employee's job outcomes, this study investigates the possibility that salesperson autonomy also has undesirable effects on salesperson job outcomes because it makes them responsible for decisions that have adverse consequences on the customers they are charged with satisfying.

Specifically, this study explores salesperson autonomy's indirect positive (mediated by engagement) and negative (mediated by burnout) effects on salesperson job satisfaction, job performance, and turnover intentions. In addition, the study explores how three resources, namely, customer orientation, supervisor support, and job training, moderate salesperson autonomy's positive and negative effects on salesperson's job outcomes. In so doing, this research (1) builds on Job Demands-Resources theory to conceptualize salesperson autonomy as a job demand that salespeople can simultaneously perceive as a challenge and a hindrance, (2) contributes to the sales management

literature by being among the first to investigate how and when job autonomy can have deleterious effects on salesperson job outcomes, and (3) extends the sales management literature by being among the first to examine how sales force activities influence stakeholders (in this case salespeople) other than customers.

The study addresses its research objectives via a field survey of business-to-business salespeople from across various industries recruited for participation from an online panel maintained by Qualtrics. The results of the field survey will be analyzed using PLS-SEM because of the exploratory nature of the study and the complexity of the proposed model. Furthermore, a qualitative follow-up to the results will be conducted to clarify any findings that remain uncertain.

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CHAPTER 1: INTRODUCTION

Frontline sales and service employees in business-to-business markets are often empowered to manage a firm's relationship with its customers. In many cases, this empowerment manifests itself in the form of autonomy to determine, for example, the level of effort directed towards specific customers or whether to even pursue a prospective account (Spreitzer, 1995). Today, thanks to sophisticated territory management approaches that often are part of an overall CRM system like Salesforce.com, salespeople have more and better information than ever before to make important decisions.[1]

Since building the right types of relationships with the right types of customers is critical to firm profitability (Zablah, Bellenger, & Johnston, 2004b), the level of empowerment salespeople enjoy when managing customer relationships has important implications for firm performance. Furthermore, salesperson empowerment also has important implications for firm performance because of its potential implications for sales force turnover. Improved employee engagement, an outcome often attributed to empowerment, has also been shown to improve salesperson retention rates (Frank, Finnegan, & Taylor, 2004), and as Reichheld and Teal (2001) note, a mere 5 percent

[1] In addition to providing relevant information, CRM tools often prescribe how salespeople should manage current and prospective customers. Despite such prescriptions, salesperson resistance to CRM technology (Zablah, Bellenger, & Johnston, 2004a) and situational constraints ultimately combine to salespeople with significant latitude when making customer management decisions. For instance, as Homburg, Grozdanovic, and Klarmann (2007) note, personal encounters with customers often do not allow the benefit of time for the use of in-depth information processing systems; this leads salespeople to rely on organization's culture, values and beliefs when making decisions that impact customers.

increase in employee loyalty can increase profits by as much as 50 percent. Therefore, it appears that salesperson empowerment has important implications for firm performance, both its psychological effects on salespeople and, ultimately, for its impact on customer outcomes.

While empowerment serves to hold salespeople accountable for customer results, and has generally been shown to result in beneficial outcomes, such as improved job satisfaction (Engstrom, Wadensten, & Haggstrom, 2010; Lautizi, Laschinger, & Ravazzolo, 2009; Ning, Zhong, Libo, & Qiujie, 2009), little is known about empowerment's potentially undesirable effects. Specifically, there is a lack of knowledge about empowerment's impact on employee job outcomes when they are tasked with making "adverse" customer decisions, as may occur when a salesperson terminates a customer or downgrades a customer's priority status. In fact, despite an increased interest in customer relationship management in both industry and research, it is surprising that empirical research has yet to explore how making adverse customer decisions psychologically affects salespeople and ultimately influences their job outcomes, including satisfaction, performance, and turnover intention (job search).

Research based on the job demands-job resources model (Bakker & Demerouti, 2007; Demerouti, Nachreiner, Bakker, & Schaufeli, 2001) suggests that empowerment and, more specifically, autonomy is one of the most powerful resources for protecting employees against the detrimental effects of job demands (Bakker, Demerouti, & Euwema, 2005). However, what happens when salespeople – whose job is to satisfy customers – are given autonomy to make decisions that adversely impact customers? Does autonomy's role as a buffer to job demands dissipate and give way to the onset of

burnout? Or does the presence of other, complementary resources ensure autonomy's positive effect still prevails?

The purpose of this research is to investigate both the positive and negative effects of autonomy (a critical facet of empowerment) among employees tasked with managing customer relationships. A mixed methods approach is proposed. An empirical study of salespeople is conducted to test hypotheses related to job autonomy's impact on several outcome variables, including job satisfaction, job performance and turnover intention, in addition to examining the mediating role of engagement and burnout. Data is collected using an online panel. In the second phase, qualitative research is conducted to explore in more depth the various findings of the quantitative research.

The current research contributes to the literature in at least two meaningful ways. First, this study contributes to the empowerment literature by conceptualizing autonomy as a job demand rather than as a job resource, which has been the norm in prior research (Bakker et al., 2005; Schaufeli, Bakker, & Van Rhenen, 2009). In order to conceptualize autonomy as a job demand, the study builds on transactional theories of stress that distinguish between job demands which are hindrance and those that are a challenge (Crawford, LePine, & Rich, 2010). For reasons detailed later, autonomy is proposed to act as a challenge demand or a hindrance demand depending on prevailing conditions, and thus may have positive or negative effects on salespersons' job outcomes. Second, this study contributes to the sales literature by being among the first to investigate job autonomy's potentially deleterious effects on salespersons' psychological welfare. In particular, in addition to exploring autonomy's well-established desirable effects (Langfred & Moye, 2004; Liu, Wang, Zhang, & Lee, 2011; Spector, 1986), the study

considers how autonomy to make decisions that have adverse effects on a salesperson's customers may have undesirable effects on the salesperson as well.

From a practitioner standpoint, this research provides additional insights for managers of autonomous sales force employees. Taking into account the expense and effort involved in employee turnover and salesperson influence on customer outcomes, retention of employees is a vital concern. Therefore, this study provides insights for determining the level of autonomy salespeople should be granted when making customer decisions.

CHAPTER 2: LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

This section is organized as follows: First, a literature review of the Job Demands – Resources (JD-R) theory is presented along with a comparison to the demand-control model and contributions from transactional theories of stress. Next, the constructs of job demands, job resources, employee engagement, and burnout are introduced and their role in JD-R theory is explained. This study's outcome variables, job satisfaction, job performance and turnover intention, are then reviewed. Finally, the conceptual framework is advanced through the development of the hypotheses.

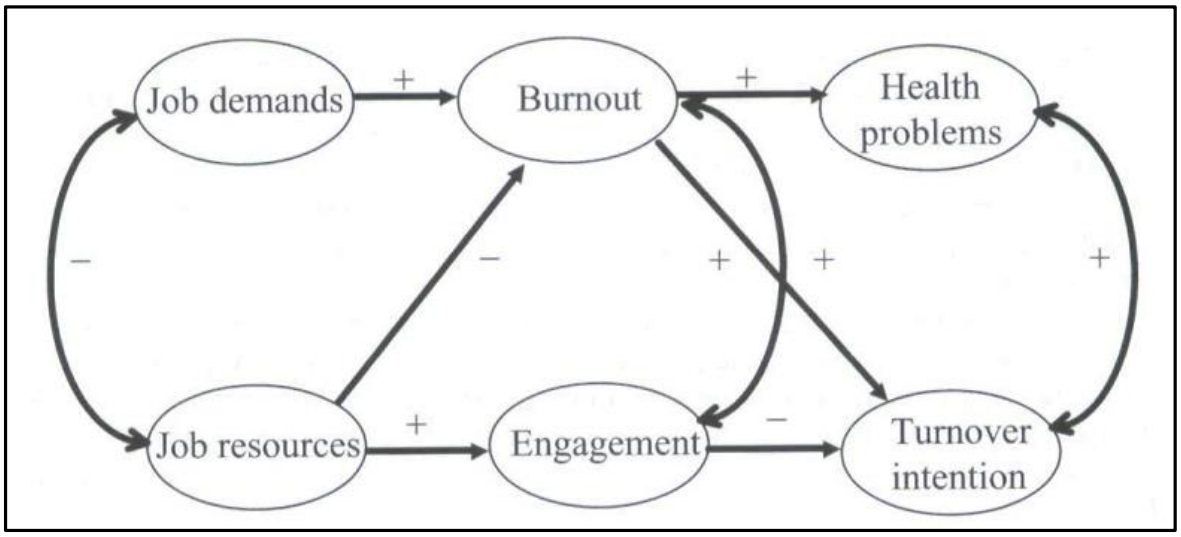
2.1 Job Demands – Resources Theory

The JD-R model (Bakker & Demerouti, 2007; Demerouti et al., 2001) proposes that across occupations working conditions associated with job stress can be classified into two categories: job demands and job resources. Job demands refer to those physical, psychological, social, or organizational aspects of the job that require sustained physical, cognitive or emotional effort on the part of the employee and are therefore associated with certain physiological costs (Bakker, Demerouti, Hakanen, & Xanthopoulou, 2007; Nahrgang, Morgeson, & Hofmann, 2011). Examples of job demands include high work pressure, emotional demands, and role ambiguity. In contrast, job resources refer to those physical, psychological, social, or organizational aspects of the job that (1) stimulate personal development, growth and learning, (2) are functional in work goal

achievement, or (3) reduce job demands and the related physiological and psychological costs (Bakker et al., 2007; Schaufeli & Bakker, 2004). Examples of job resources include social support, performance feedback, and autonomy.

The JD-R model further proposes that burnout develops either through demanding facets of work which lead to continuous overtaxing and result in exhaustion, or a deficiency of resources needed to meet job demands, which further leads to withdrawal behavior (Bakker & Demerouti, 2007; Demerouti et al., 2001). Thus, job demands may induce a stress or health diminishing process, whereas job resources evoke a motivational process that produces on-the-job engagement (Bakker & Demerouti, 2007; Schaufeli & Bakker, 2004; Schaufeli et al., 2009). As illustrated in Figure 1, researchers have found that burnout fully mediates the relationship between job demands and health problems, and engagement partially mediates the relationship between job resources and turnover intention (Schaufeli & Bakker, 2004). The current study also posits that burnout (personal accomplishment, depersonalization, and emotional exhaustion) and engagement (physical, emotional, and cognitive) serve as mediators of the effects of job demands and resources on job outcomes.

Figure 1: Mediating Role of Burnout and Engagement (Schaufeli & Bakker, 2004)



JD-R theory is rooted in the Demand-Control model (DCM) (Karasek, 1998) which states that 'control' over the performance of tasks (autonomy) may buffer the effect of work overload on job stress when the demands and controls are in matching dimensions (Häusser, Mojzisch, Niesel, & Schulz-Hardt, 2010). DCM posits that the most adverse reactions of psychological strain arise when the psychological demands of the job are high and the decision latitude (including decision authority and skill discretion) of the worker is low (Karasek, 1998).

JD-R expands the DCM model by arguing that numerous different job resources, not just autonomy or control, can act as buffers for numerous different job demands (Bakker et al., 2005). This buffering effect implies that demands and resources interact to predict engagement and burnout. JD-R research reveals that high job demand levels lead to high burnout levels when relevant resources are absent but only slightly increase burnout when relevant resources are present (Schaufeli et al., 2009). Further, JD-R research suggests that high resource levels lead to high engagement when relevant

demands are present but only slightly increase engagement in the absence of relevant demands (Schaufeli et al., 2009).

Transactional theories of stress (Boswell, Olson-Buchanan, & LePine, 2004; Cavanaugh, Boswell, Roehling, & Boudreau, 2000; LePine, Podsakoff, & LePine, 2005) suggest that employees can perceive job demands as either a hindrance (negatively related to engagement and positively related to burnout) or a challenge (positively related to engagement) (Crawford et al., 2010). Challenge demands are those that have the potential to promote personal growth and an opportunity to learn or achieve (Nahrgang et al., 2011). Examples of challenge demands include high workload, time pressure, and high levels of job responsibility. These types of demands tend to be rewarded. Hindrance demands are those that have the potential to impede personal growth and goal achievement (Nahrgang et al., 2011). Examples of hindrance demands include role ambiguity, role conflict, organizational politics and red tape. These types of demands tend to restrain and create obstacles that hinder an employee's progress toward goals and rewards (Crawford et al., 2010). Such a distinction in job demands is necessary to clarify differences in results (Schaufeli & Bakker, 2004; Schaufeli, Taris, & van Rhenen, 2008) when trying to predict engagement. Challenge demands are "good" demands that generate emotions and thoughts that result in active, problem-focused coping styles reflected in increased engagement (Crawford et al., 2010). Hindrance demands are "bad" demands that generate negative emotions and thoughts that result in passive, emotion-focused coping styles reflected in decreased engagement (Crawford et al., 2010).

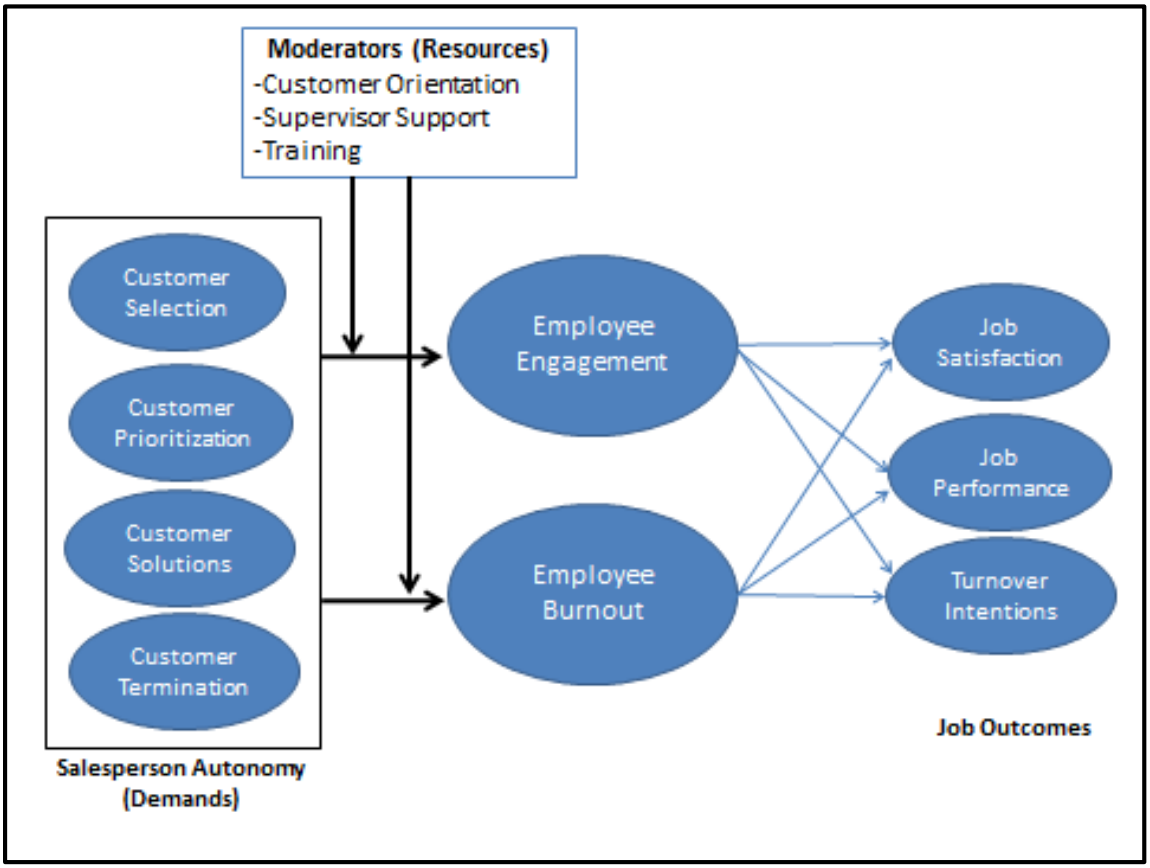
As illustrated in Figure 2, this research builds on JD-R theory to investigate the mediated impact of salesperson autonomy on employees' job satisfaction, job

performance and turnover intention. Importantly, contrary to prior research, it is posited that autonomy is best viewed as a job demand (not resource) that can act as a hindrance or challenge depending on the nature of the job task performed. Further, it is proposed that individual (i.e., customer orientation), supervisor (i.e., supervisor support), and organizational (i.e., training) resources serve to moderate salesperson autonomy's effects on engagement and burnout (Table 1).

Table 1: Construct Definitions

Construct		Definition
Job Demands	Salesperson Autonomy	Extent to which salespeople have the freedom to determine the actions necessary to manage the accounts of the organization.
	Customer Selection	Extent to which salespeople have the freedom to determine which customers to pursue or not pursue.
	Customer Prioritization	Extent to which salespeople have the freedom to determine how organizational resources should be distributed among the firm's customers.
	Customer Solutions	Extent to which salespeople have the freedom to design resolutions to complex customer problems.
	Customer Termination	Extent to which salespeople have the freedom to determine which customer relationships to end and which not to end.
Job Resources	Customer Orientation	Extent to which salespeople are internally motivated to satisfy customers' needs.
	Supervisor Support	Extent to which salespeople are shown concern for their feelings and needs, provided feedback, encouraged in their choices, and facilitated in skill development by their supervisor.
	Training	Extent to which salespeople are provided the skills and knowledge from the organization necessary for effectively managing customer relationships.
	Burnout	Extent to which salespeople feel emotionally exhausted, distant from others and lacking in personal achievements at work.
	Engagement	Extent to which salespeople have a sense of energy and effective involvement with work activities and the perceive ability to handle the job demands.
Outcomes	Job Satisfaction	Extent to which salespeople are in a pleasurable emotional state as a result of the elements of their job.
	Job Performance	Extent to which salespeople contribution to the organizational effectiveness.
	Turnover Intentions	Extent to which salespeople are determined to leave their work organization.

Figure 2: Proposed Research Model



2.2 Job Demands

This research conceptualizes salesperson empowerment (specifically their level of salesperson autonomy) as a job demand. Two alternative perspectives on empowerment have been advanced in the literature: one is situational and the other is psychological (Ahearne, Mathieu, & Rapp, 2005; D. J. Leach, Wall, & Jackson, 2003). The situational perspective – which is the one adopted in this research - conceptualizes empowerment as a relational construct in which decision-making is delegated from higher levels to lower levels of an organization with an increase in information access and resources for lower level employees accompanying the heightened job authority levels (Blau & Alba, 1982; Mainiero, 1986).

In contrast, the psychological perspective conceptualizes empowerment as an experiential phenomenon concerned with enabling rather than a delegating process (D. J. Leach et al., 2003). As such, the psychological perspective argues that empowerment is multifaceted in nature and includes employees' perceptions regarding the job's meaning, their level of competence (self-efficacy) as it relates to the job, their ability to self-determine or have a choice in how they perform their jobs, and the individual's level of impact on their job environment (Conger & Kanungo, 1988; Spreitzer, 1995; Thomas & Velthouse, 1990).

The current study adopts the situational perspective on empowerment because its primary goal is to investigate how being responsible for or having the authority to make decisions that may have desirable and/or undesirable effects on customers affects them personally. It is worth underscoring that situational empowerment is similar to psychological empowerment's self-determination facet which is concerned with workers' perceptions of their level of choice and responsibility as it relates to on-the-job behaviors and actions (Thomas & Velthouse, 1990).

Situational empowerment is closely related to the concept of autonomy which captures "the degree to which the job provides substantial freedom, independence, and discretion to the employee in scheduling the work and in determining the procedures to be used in carrying it out" (Hackman & Oldham, 1975, p. 162). A meta-analysis examining 88 studies showed that high levels of perceived control were associated with high levels of overall and individual facets of job satisfaction, with similar patterns found specifically for autonomy (Spector, 1986).

Job autonomy has been regarded as crucial for employee health because it is associated with greater opportunities to manage stressful situations (Karasek, 1998). In one study, autonomy acted as the resource that most often buffered job demands, followed by performance feedback, quality of the relationship with supervisor, and social support from colleagues (Bakker et al., 2005). Additionally, two meta-analyses found support for job resources such as autonomy, knowledge, and a supportive environment to motivate employees toward higher engagement (Crawford et al., 2010; Nahrgang et al., 2011).

Hackman and Oldham (1976) proposed that the overall internal "motivating potential" for a job is comprised of three job dimensions: (a) experienced meaningfulness of a job (i.e., skill variety, task identity, and task significance), (b) experienced responsibility (i.e., autonomy), and (c) knowledge of results (i.e., feedback). However, the various dimensions are not independent of one another. It appears that autonomy serves to encapsulate the global complexity of a job, and therefore has a greater diversity of effect than the other job dimensions (Hackman & Oldham, 1976). Perhaps this is also due to dual "good" and "bad" roles or effects of autonomy. Numerous studies have found a positive relationship between autonomy and desirable outcomes (i.e., job satisfaction, job performance) (Spector, 1986). However, one must question whether such a finding is the result of prior research's focus on the challenge aspects of job autonomy rather than on its hindrance aspects? Few studies have researched autonomy from a negative perspective (Langfred, 2004), and not a single study can be found that investigates the impact of autonomy as a hindrance demand – that is , as a job demand that gets in the way of growth or achievement. For salespeople, autonomy can act as a

hindrance demand when it interferes with salespeople's ability to serve and satisfy their customers (Rodell & Judge, 2009).

Although autonomy has been argued to function as a resource, the above explication suggests that autonomy involves greater on-the-job responsibility and accountability. Responsibility and accountability imply psychological, physical and emotional effort on the job, and would thus be classified as a demand in the JD-R model. Although autonomy provides flexibility in how employees approach the job (which is arguably a stress-reducing resource), the responsibility and accountability associated with such autonomy ultimately has a greater impact on how the employee perceives the job (Kanter, 1977).

By classifying autonomy as a demand, then the issue arises as to why it has been shown to have a positive effect on employee welfare (Spector, 1986). One potential explanation for this outcome can be accounted for by the distinction between challenge and hindrance demands. With autonomy comes a greater challenge to the employee through an increase in responsibility, which results in autonomy's desired beneficial effect. However, prior work has not considered the effects of autonomy when tasks the employee performs have adverse effects on others.

As relationship managers, salespeople's primary job responsibility is to satisfy customers; doing so largely determines not only their performance but also the firm's performance (Zablah, Franke, Brown, & Bartholomew, 2012). Consequently, aspects of the job that limit salespeople's ability to fulfill this basic responsibility represent a hindrance demand that can have detrimental effects on employee job outcomes. Since salesperson autonomy confers salespeople with the responsibility for making decisions

that may ultimately interfere with their ability to satisfy customers, such autonomy can act as a hindrance that leads to increased stress and decreased engagement.

Salesperson Autonomy. Based on research on autonomy and self-determination (Hackman & Oldham, 1975; Spreitzer, 1995; Thomas & Velthouse, 1990), salesperson autonomy can be defined as the extent to which salespeople have the freedom, independence, and discretion (Hackman & Oldham, 1975) to make decisions that determine the outcomes of a customer's or prospect's interactions with a firm. As such, salespeople with the highest level of salesperson autonomy are accountable for carrying out the various functions of the CRM process[2].

The CRM process consists of three primary dimensions (relationship initiation, maintenance, and termination), with each primary dimension including several distinct activities (Reinartz, Krafft, & Hoyer, 2004). For example, the initiation stage involves the acquisition of customers and efforts to recover lost accounts. The maintenance stage comprises the retention of customers, up-selling or cross-selling additional products to existing accounts, as well as strategically considering referrals. Finally, the termination stage encompasses the suspension of business with select customers (Reinartz et al., 2004). The central foundation of each dimension is customer satisfaction (Oliver, 1999).

Firms should put a great deal of effort into discovering who their best customers are and how to find similarly loyal and profitable new customers. At the same time, many companies would benefit by avoiding customers at the other end of the value spectrum, i.e., bad customers (Cao & Gruca, 2005). The first stage of the customer life-cycle, customer acquisition, demands great attention due to its importance (Ang & Buttle,

[2] CRM process is not to be confused with CRM systems which refer to the technology used to support the process.

2006). Bad customers account for 30 to 40 percent of a typical company's revenue (Leszinski, Weber, Paganoni, & Baumgartner, 1995). Autonomous salespeople are commissioned with the freedom and responsibility for selecting the customers pursued or disregarded by the organization. With the cost of acquiring a new customer, including the marketing, preparation of proposals, potential product modifications to meet the customer's requirement, testing for quality, it is easy to recognize that acquiring customers costs more than retaining them (Leszinski et al., 1995). Therefore the demands on the salesperson to make accurate decisions related to customer selection are increased.

Once a customer is acquired, companies often desire to treat all customers with exceptional service, yet doing so is not only impractical, it is also unprofitable (Zeithaml, Rust, & Lemon, 2001). As such, companies need to prioritize customers into their appropriate tier according to profitability and volume (Zeithaml et al., 2001). Such prioritization determines the degree to which customers are treated differently with respect to their importance to the firm and allocation of marketing instruments (Homburg, Droll, & Totzek, 2008). The primary reason for prioritizing customers is to assure that a company's best customers are able to obtain the service they require, and that too much time and effort are not expended on the least profitable customers (Zeithaml et al., 2001). Additionally, a cross-industry sample of business-to-business (B2B) and business-to-consumer (B2C) markets indicate that the average satisfaction of top-tier customers was positively affected by prioritization, while the bottom-tier customers were not negatively affected by prioritization (Homburg et al., 2008). At the same time, average customer profitability increased as a result of the reduced marketing

and sales costs in relation to sales. However, if the organization's structure, processes, and culture are not supportive of differentiating how customers are treated, then the salesperson may incur problems prioritizing customers (Zablah et al., 2004b).

In addition to selecting and prioritizing customers, autonomous salespeople may interactively design customer solutions. Customer solutions are complex individualized offerings for customer problems, where the value of the offering is greater than the sum of the components of products and/or services (Evanschitzky, Wangenheim, & Woisetschläger, 2011; Sharma & Iyer, 2011). Similar to customer prioritization, successful solution initiatives require organization-wide support (Storbacka, 2011). Customer solutions should be utilized in conjunction with customer prioritization because solutions should be focused on strategic accounts that have the potential for high returns. Additionally, the process requires a high level of resources in order to service the account (Sullivan, Peterson, & Krishnan, 2012). Research suggests that the social capital between a supplier and customer plays an important role (Tuli, Kohli, & Bharadway, 2007). In order for a solution to be effective, the customer needs to be adaptive and willing to educate the supplier about their intercompany operations and politics (Tuli et al., 2007).

For autonomous salespeople prioritizing and developing solutions for customers involves making adverse decisions for some customers, as not all accounts will qualify to receive customized solutions. Furthermore, once accounts have been prioritized, allocating resources based on the account's tier is a continual reminder of the adverse decision that the salesperson made regarding lower-tier accounts. With regard to customer solutions, the salesperson should refrain from offering such a service to the bottom-tier accounts, regardless of the level of social capital with the buyer, unless the

account showed signs of migrating to an upper-tier account. Having the freedom, but also the underlying responsibility to make decisions related to customer prioritization as well as developing customer solutions may psychologically affect the salesperson due to the adverse impact to some accounts. Perhaps the most difficult adverse act that a salesperson may need to perform is terminating customers.

As the final phase of the buyer-seller relationship, termination is when the two exchange partners discontinue their business transactions (Dwyer, Shurr, & Oh, 1987). All firms encounter a general phenomenon of unwanted customers, those customers that do not offer sufficient value to the firm (Ritter & Geersbro, 2011). Researchers have found that the implementation of CRM processes (relationship initiation, maintenance, and termination), is linked to improved firm performance in the initiation stage, and the strongest effect in the maintenance stage (Reinartz et al., 2004). However, the effects at the relationship termination stage were non-significant. The authors explain that firms are reluctant to terminate customer relationships (Reinartz et al., 2004), regardless of the findings that profitability is positively impacted by relationship termination (Ritter & Geersbro, 2011). One reason for such reluctance may be that "the termination of personal relationships is a significant source of psychological, emotional, and physical stress" (Dwyer et al., 1987, p. 19). Therefore, the current study will explore whether the psychological effects of having to make such an adverse decision are so great that salespeople are hesitant to perform this stage of the CRM activities.

2.3 Job Resources

When jobs have high demands (i.e., workload, emotionally demanding customer interactions) and job resources are limited (i.e., professional development, performance feedback) research indicates that employees develop burnout (Bakker, Demerouti, Taris, Schaufeli, & Schreurs, 2003). The JD-R model states that several different job resources can act as a buffer for the undesirable impact of demanding work conditions (Bakker et al., 2007). Thus, the association between job demands and a sense of exhaustion are no longer present when employees possess many resources (Bakker et al., 2003). The demands of the job can exhaust employees and lead to burnout, therefore diminishing engagement. Conversely, the resources of the job can motivate employees to be engaged and diminish burnout (Schaufeli & Bakker, 2004). Job demands and job resources appear to be negatively related (Schaufeli & Bakker, 2004). Job resources can be either intrinsically motivating by promoting employee growth and knowledge, or they can be extrinsically motivating because they are facilitated by someone else and therefore permit employees to realize their goals (Bakker et al., 2003; Nahrgang et al., 2011; Schaufeli & Bakker, 2004). Job resources can be derived from an organization, an interpersonal or social relation (Nahrgang et al., 2011), or a characteristic of the individual (Bakker et al., 2007). This study utilizes one resource from each area, therefore investigating the impact of: employee customer orientation, supervisor support and job training

On an individual level, one resource that may benefit salespeople is employee customer orientation, which is defined in this study as the "extent to which employees' job perceptions, attitudes, and behaviors are guided by an enduring belief in the importance of customer satisfaction" (Zablah et al., 2012, p. 24). As such, employees

believe that understanding and satisfying customers is vital to proper job execution (Kennedy, Lassk, & Goolsby, 2002). A meta-analysis which investigated the role of customer orientation as a job resource in the JD-R model indicated that customer orientation affects frontline employees' job outcomes, including performance and turnover intentions, by reducing job stress and enhancing work engagement (Zablah et al., 2012). However, research also shows that customer orientation only leads to customer-oriented behaviors when the climate of the organization supports such behaviors (Grizzle, Zablah, Brown, Mowen, & Lee, 2009). An essential theme for success is an organizational culture accustomed to meeting and surpassing customer expectations (Kennedy et al., 2002). Likewise, when frontline employees perceive that their organization supports such behaviors, customer oriented employees exhibit fewer tendencies to quit their job and also tend to become more satisfied with their jobs (Karatepe, Yavas, & Babakus, 2007).

From an organizational standpoint, training is a valuable resource, defined as providing employees with the fundamental knowledge and abilities needed to accomplish the duties in accordance with the company's criteria (Costen & Salazar, 2011). By investing in an employee's development, companies are viewed as being highly committed which in turn affects the employee's commitment to the firm and motivation levels (C. H. Lee & Bruvold, 2003). Likewise, employees with inadequate training and development opportunities exhibit greater levels of turnover intentions (Cheng & Brown, 1998). Those industries that devote the greatest amount on employee development and training are routinely the most competitive (C. H. Lee & Bruvold, 2003). By offering effective job training, organizations may find that they not only have better-trained

employees, but more satisfied employees as well (Schmidt, 2007). With regard to frontline employees, trained employees have a greater understanding of customer needs and therefore are more likely to meet customer expectations (Karatepe et al., 2007) necessary for effective relationship management.

Finally, with regard to an interpersonal or social relationship, supportive environments can motivate employees to increase engagement by signaling that employees are valued and that there is a level of commitment to them on behalf of the organization (Nahrgang et al., 2011). Research suggests that when social support matches experienced stressors, the support provided can buffer against the stressor's negative effects (Häusser et al., 2010; Van der Doef & Maes, 1999). More precisely, working with supportive supervisors – that is, supervisors that show concern for the needs and feelings of the employee, provide feedback, encourage the choices of the employee, and facilitate their skill development (Deci & Ryan, 1987; Oldham & Cummings, 1996), enhances employees' job satisfaction (Seo, Ko, & Price, 2004). Similarly, supervisor support limits turnover intentions (Ito & Brotheridge, 2005), and in situations with low decision authority, such support buffers the adverse influence of job demands on emotional exhaustion (Willemse, de Jonge, Smit, Depla, & Pot, 2012).

2.4 Employee Engagement

Personal engagement is the investment of an employee's physical, cognitive and emotional energies into his or her work role performance (Kahn, 1990; Rich, LePine, & Crawford, 2010). Engagement has also be characterized as a work-related state of mind that is positive and fulfilling that includes (1) vigor – increased levels of energy and

cognitive resilience on the job, (2) dedication – a sense of importance, and challenge, and (3) absorption – being captivated by work such that it is difficult to separate oneself from work (Schaufeli et al., 2008). More so than a temporary state, engagement denotes a more persistent condition that is not concerned with one object, event, individual or behavior (Schaufeli, Salanova, Gonzalez-Roma, & Bakker, 2002). For the purposes of this study, engagement represents the extent to which salespeople have a sense of energy and effective involvement with work activities and the perceived ability to handle the job demands (Schaufeli et al., 2002).

Engagement has been found to mediate the relationship between value congruence, perceived organizational support, and core self-evaluations and two job performance dimensions: task performance and organizational citizenship behavior (Rich et al., 2010). It has also been found to mediate the relationship between job resources and turnover intentions (Schaufeli & Bakker, 2004), in addition to having a positive relationship with job satisfaction (Schaufeli et al., 2008) and job performance (Rich et al., 2010). Where job demands can exhaust employees and lead to burnout, job resources arouse employees toward engagement and diminish burnout (Nahrgang et al., 2011).

2.5 Burnout

Burnout consists of three dimensions: emotional exhaustion, depersonalization (sensed distance from others), and diminished personal accomplishment (Maslach & Jackson, 1981). Research on burnout has primarily focused on understanding how it affects employees within the human services sectors where extensive amounts of interpersonal interaction are necessary for satisfying customers or clients (Jackson,

Schwab, & Schuler, 1986; Singh, Goolsby, & Rhoads, 1994). The JD-R model proposes that the onset of burnout occurs by two means (Bakker et al., 2003). The first happens as a result of the demanding characteristics of the job (i.e., physical demands, workload) that lead to persistent overloading, energy depletion, undermined worker motivation and learning opportunities (Bakker et al., 2003). The second arises from a deficiency of resources that prevents goal attainment, and thus causes failure and irritation that lead to disengagement and a reduced sense of professional efficacy (Bakker et al., 2003).

Outcomes of burnout include reduced job satisfaction (Mulki, Jaramillo, & Locander, 2006; Rutherford, Boles, Hamwi, Madupalli, & Rutherford, 2009), and organizational commitment (Cho, Rutherford, & Park, 2013), as well as an increase in turnover intentions (Knudsen, Ducharme, & Roman, 2009). Hence, burnout is defined as the extent to which salespeople feel emotionally exhausted, distant from others and lacking in personal achievements at work (Maslach & Jackson, 1981).

2.6 Job Outcomes

This study analyzes three critical job outcomes: job satisfaction, job performance, and turnover intention, since these are the most heavily investigated and relevant outcomes in a sales context (Franke & Park, 2006; Zablah et al., 2012). Job satisfaction is the pleasant emotional state that is a consequence of an evaluation of one's job (Locke, 1969). One is either satisfied or dissatisfied with their job based on the appraised relationship between what one desires from one's job and one's perception of what it offers or involves (Locke, 1969).

Factors that have been found to influence job satisfaction include supervisory behavior, organizational support, structure and communication as well as job design and compensation (Churchill, Ford, & Walker, 1976). Role stress has been consistently found to have a negative relationship with job satisfaction (Brown & Peterson, 1993). Additionally, engagement has been found to have a positive relationship with job satisfaction (Schaufeli et al., 2008), and a negative relationship with salesperson job burnout (Boles, Johnston, & Hair, 1997; Rutherford, Park, & Han, 2011).

Job performance is the employee's level of contribution to the effectiveness of the organization (Treadway et al., 2005). Assessments of job performance provide managers information for making decisions on compensation, promotion, or termination (Jaramillo, Mulki, & Marshall, 2005). While there is considerable debate regarding the direction of the relationship, recent studies in the sales domain find a positive relationship between job performance and job satisfaction (Franke & Park, 2006; Zablah et al., 2012). As related to the JD-R model, when demands are high (workload, emotional demands), employees find it difficult to efficiently allocate their energy and attention because it requires more effort, and therefore negatively affects their performance (Bakker, Demerouti, & Verbeke, 2004). However, employees who demonstrate greater levels of engagement have been found to have higher levels of job performance (Rich et al., 2010; Zablah et al., 2012). Similarly, business units whose employees measure above the median score on employee engagement experienced a 70% higher success rate, than those business-units whose employees scored below the median on employee engagement (Harter, Schmidt, & Hayes, 2002). Regarding burnout, studies have revealed

a negative relationship to frontline employees' performance (Babakus, Cravens, Johnston, & Moncrief III, 1999; Singh et al., 1994).

Turnover Intention is the extent to which an employee is determined to leave their work organization (Martin, 1979). It was also indicated as the best predictor of actual turnover according to a meta-analysis (Griffeth, Hom, & Gaertner, 2000). Within the JD-R model, burnout and engagement seem to fully mediate the relationship between job demands and health problems as well as the relationship between job resources and turnover intentions, with burnout playing a dominant role in the model (Schaufeli & Bakker, 2004). Numerous studies have found a positive relationship between burnout and turnover intentions among frontline employees employed in sales (Boles et al., 1997; Rutherford et al., 2009; Rutherford, Park, et al., 2011) and services (Babakus, Yavas, & Ashill, 2009; Karatepe, 2006; Singh et al., 1994).

2.7 Hypothesis Development

Salesperson Autonomy's Beneficial Effects. As suggested earlier, salesperson autonomy involves challenges that provide salespeople with an opportunity for professional growth by increasing their level of responsibility for customer outcomes (N. P. Podsakoff, LePine, & LePine, 2007). Research has shown that such challenges have desirable effects on employees' job satisfaction (Cavanaugh et al., 2000), performance (LePine et al., 2005), and turnover intentions (Crawford et al., 2010).

According to JD-R and related theories, these desirable effects occur because challenge demands enhance salespeople's level of work engagement. This enhanced level of engagement implies that salespeople are more likely to be satisfied with their

jobs because of the opportunities for personal growth and task accomplishment (Crawford et al., 2010) , are likely to perform better because they invest all of their energies in the work role (Rich et al., 2010), and are less likely to leave the organization because their needs are satisfied and they are able to achieve a positive work-related state of mind (Schaufeli & Bakker, 2004). To summarize, salesperson autonomy enhances the challenge associated with frontline jobs due to heightened job responsibility and scope. These challenges, in turn, increase salespeople's level of engagement at work which ultimately translates into beneficial job outcomes.

H1a. Salesperson autonomy has a positive relationship with employee job engagement.

H1b. Job engagement has a positive relationship with employee job satisfaction.

H1c. Job engagement has a positive relationship with employee job performance.

H1d. Job engagement has a negative relationship with turnover intentions.

Salesperson Autonomy's Detrimental Effects. Salesperson autonomy also involves hindrances that constrain salespeople from personal development and achieving customer related outcomes (N. P. Podsakoff et al., 2007). These hindrances include things like conflicting goals, a lack of resources to make informed decisions, political situations where organizational guidelines don't apply to all customers, and having to perform tasks that do not serve customers interest but are beneficial to firm performance, such as firing a customer. Research has shown that such hindrances have detrimental effects on employee's job satisfaction (Cavanaugh et al., 2000), performance (LePine et al., 2005), and turnover intentions (N. P. Podsakoff et al., 2007). JD-R and other related

theories posit that such outcomes occur because hindrance demands impede role-related goal attainment and eventually result in job burnout (Crawford et al., 2010). Salespeople that experience burnout are less likely to be satisfied with their jobs because of the resulting constraints to their personal development and work-related accomplishments (Crawford et al., 2010), are less likely to perform well because they are unable to maintain the energy necessary to participate in more activities and/or exert more effort (Bakker et al., 2004), and are more likely to leave the organization because they are emotionally exhausted (Karatepe, 2006; Knudsen et al., 2009; R. T. Lee & Ashforth, 1996). In summary, salesperson autonomy makes salespeople responsible not only for satisfying customers but also for decisions (often with incomplete information) that adversely affect the very same customers they are trying to satisfy. These competing responsibilities are a hindrance to role performance and thus increase salesperson burnout and eventually result in undesirable job outcomes.

H2a. Salesperson autonomy has a positive relationship with employee job burnout.

H2b. Job burnout has a negative relationship with employee job satisfaction.

H2c. Job burnout has a negative relationship with employee job performance.

H2d. Job burnout has a positive relationship with employee turnover intentions.

Moderators of Salesperson Autonomy's Effects on Job Outcomes. JD-R theory posits that several different job resources can act as buffers to the unwanted effect of demanding work conditions (Bakker et al., 2007). While resources can come from different sources – individual, social relations, or organization - (Nahrgang et al., 2011),

the buffer effect occurs when the available resource is a good match to the experienced stressor (Van der Doef & Maes, 1999). As such, it is expected that customer orientation, supervisor support, and training will vary in their ability to buffer the demands salespeople experience in the role as relationship managers.

Salesperson autonomy may be perceived by salespeople as either a challenge or as a hindrance stress, since stressors are "in the eye of the beholder" (Kammeyer-Mueller, Judge, & Scott, 2009, p. 179). According to the differential exposure model, individual differences, personal characteristics, and aspects of the work environment alter the way the people perceive their jobs (Treadway et al., 2005) as well as their reactions to their jobs (Bolger & Zuckerman, 1995). The three moderators that are investigated in this research influence the extent to which salespeople perceive salesperson autonomy as a stress versus a hindrance and, consequently, they help determine salesperson job outcomes by influencing the burnout and engagement levels they experience on the job.

Salesperson Customer Orientation. Customer orientation is a critical individual resource that may alter the salesperson's perception of their work environment in general and of their responsibilities as relationship managers in particular (Zablah et al., 2012). More precisely, it is posited that customer-orientated salespeople are more likely to perceive their relationship management responsibilities as a hindrance rather than a challenge because many of the tasks that must be performed are likely to get in the way of customer need satisfaction. Specifically, for salespeople high on customer orientation, selecting customers, prioritizing customers, and terminating customers is likely to present a real struggle because they tend to derive satisfaction from and are motivated on the job by their desire to help all customers achieve their goals (regardless of their size or priority

level) (Donavan, Brown, & Mowen, 2004; Grizzle et al., 2009). Stated differently, customer-oriented salespeople are likely to perceive many of their relationship management responsibilities as being inconsistent with their internal motivation to help customers. As a consequence, salesperson autonomy's positive effect on engagement will be weaker when a salesperson is high (rather than low) on customer orientation and its positive effect on burnout will be stronger when the employee is high (rather than low) on customer orientation.

H3a. Salesperson autonomy's positive relationship with employee job engagement is weaker (stronger) as salesperson customer orientation increases (decreases).

H3b. Salesperson autonomy's positive relationship with employee job burnout is stronger (weaker) as salesperson customer orientation increases (decreases).

Supervisor Support. Supervisor support is an important work resource that shapes salespeople's perception of their role as relationship managers. Employees in complex jobs exhibit higher performance and lower turnover intentions when they have supportive and non-controlling supervisors (Oldham & Cummings, 1996). Specifically, salespeople who have supportive supervisors will have a better understanding of how relationship management decisions contribute to firm performance. Additionally, empowered employees with supervisor support are able to quickly and effectively focus on customers' needs (Boshoff & Allen, 2000), and are thus more likely to perceive that achieving the right balance between helping customers and building profitable relationships is a manageable challenge (rather than a hindrance) associated with their job

role. Therefore, salesperson autonomy's positive effect on engagement will be stronger when salespeople receive high (rather than low) levels of supervisor support and its positive effect on burnout will be weaker when salespeople receive high (rather than low) levels of supervisor support (Schaufeli et al., 2009; Willemse et al., 2012).

H4a. Salesperson autonomy's positive relationship with engagement is stronger (weaker) as salesperson supervisor support increases (decreases).

H4b. Salesperson autonomy's positive relationship with burnout is weaker (stronger) as salesperson supervisor support increases (decreases).

Training. Training is an important work resource that shapes salespeople's perception of their role as relationship managers. Specifically, salespeople who receive relationship management training will have the skill set necessary for achieving the right balance between helping customers and building profitable relationships. Research shows that having requisite skills to fulfill job requirements leads employees to perceive challenging aspects of the job more favorably due to feeling indebted to the firm (C. H. Lee & Bruvold, 2003) and thus increases the likelihood that salespeople perceive their relationship management responsibilities as a challenge rather than as a hindrance. Salespeople that receive training and development on customer management from their organization will have improved skills and abilities relevant to their job role tasks; such training has been shown to not only increase employee satisfaction (C. H. Lee & Bruvold, 2003), but also productivity (Costen & Salazar, 2011) and firm performance (Harel & Tzafrir, 1999). In summary, training is proposed to enhance salespeople's ability to execute the competing responsibilities associated with managing customer

relationships, salesperson autonomy's positive effect on engagement will be stronger when salesperson training is high (rather than low), and its positive effect on burnout will be weaker when salesperson training is high (rather than low) (Schaufeli et al., 2009).

H5a. Salesperson autonomy's positive relationship with engagement is stronger (weaker) as salesperson job training increases (decreases).

H5b. Salesperson autonomy's positive relationship with burnout is weaker (stronger) as salesperson job training increases (decreases).

Other Relationships. The model will link job satisfaction and turnover intentions (Babakus et al., 1999; Jaramillo, Mulki, & Locander, 2006), as well as job satisfaction and job performance (Franke & Park, 2006; Zablah et al., 2012) to control for previously established relationships. Hindrance and challenge items are being measured as well as skill discretion job control items (Rafferty, Friend, & Landsbergis, 2001) as possible intervening variables that clarify the link between relationship management autonomy and burnout and/or engagement. In addition, demographic data (i.e., education, gender, age, and tenure) will be gathered for control purposes.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

This chapter is divided into five sections. The first section provides an overview of the research design. The second section presents details of the statistical analysis that is used to test the proposed hypotheses. The third section details the quantitative portion of the study which includes the pilot test and final survey, the sample participants, measurements, as well as the steps taken to minimize the effect of common method variance. The final section provides details on the participants and procedures used during the follow-up, qualitative portion of the study.

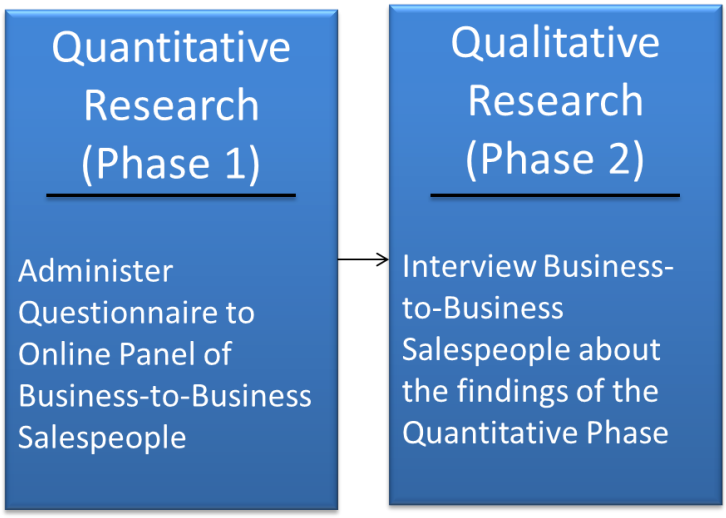
3.1 Design

The current research uses an explanatory sequential mixed methods design (quantitative methods followed by qualitative methods) as illustrated in Figure 3 (Creswell, 2014). The study attempts to test the theory of JD-R with autonomy (a critical facet of empowerment) as a job demand, in an attempt to increase the understanding of autonomy. In doing so, the qualitative research (interviews with salespeople) is used to understand and clarify the findings of the quantitative study.

A few challenges emerge from this type of study. Typical challenges include adequately planning which of the quantitative results from phase one warrant qualitative follow-up, and determining the appropriate participants to gather qualitative data from in

phase two (Creswell, 2014). Specific details addressing these challenges will be discussed in the next sections.

Figure 3: Explanatory Sequential Mixed Methods Design



3.2 Analysis

The research hypotheses are tested using Partial Least Squares Structural Equation Modeling (PLS-SEM) via the SmartPLS software (Ringle, Wende, & Will, 2005). PLS-SEM maximizes the explained variance while also evaluating the data quality based on measurement model characteristics (Hair, Ringle, & Sarstedt, 2011). The use of PLS-SEM has increased considerably in the last 20 years primarily because of its ability to deal with non-normal data, small sample sizes, formative measures, and research that focuses on prediction (Hair, Sarstedt, Pieper, & Ringle, 2012). Within the context of the current model, PLS-SEM is considered appropriate due to the exploratory nature of the research, the complexity of the research model, and the ability to work with small samples (Hair, Hult, Ringle, & Sarstedt, 2014).

3.3 Quantitative Research

Pilot Test. A pilot test of the questionnaire was conducted using MTurk. MTurk is the abbreviation for Amazon Mechanical Turk, which is a crowdsourcing website hosted by Amazon Web Services that, among other things, facilitates completion of surveys (Mason & Suri, 2011). Pilot test participants were prequalified as individuals who currently or formerly have worked as a B2B salesperson. A total of 36 individuals from MTurk participated in the study. Additional participants were desired, so the salesforce of a Midwest manufacturer was utilized for the remaining participants. The final number of participants in the pilot test was 64. The pilot test provided feedback to ensure that the final questionnaire was clear, understandable, and resulted in accurate measurements.

Final Study Sample and Procedure. To collect the final data for this study, a Qualtrics online panel of business-to-business salespeople was used. These participants were selected for this study because of their daily interactions with customers and the relevance of the antecedent constructs of interest to their job roles (customer selection, customer prioritization, customer solutions, and customer terminations). Panel participants were selected to represent a variety of industries within a business-to-business setting, which provides diversity and improves the generalizability of the findings.

The minimum sample size for PLS-SEM should be the larger of either: (1) ten times the greatest number of formative indicators measuring one construct, or (2) ten times the greatest number of structural paths heading for a particular latent construct in the structural model (Hair et al., 2011). Using this rule of thumb and based on the

proposed theoretical model for this study a minimum sample size of 40 respondents was required. To increase statistical power, however, a sample of 238 was collected. Measures were taken by Qualtrics to remove outliers and straight line responses from the final sample. The data was also examined for outliers and straight line responses by the researcher. Three responses were removed bringing the final sample size to 235. The characteristics of the final 235 sample are provided in Tables 2 and 3.

Table 2: Quantitative Survey Demographics

Participant Demographics (n=235)				
Variable		**Number**	**Percent**	**Cum. Percent**
Gender				
	Male	133	57%	57%
	Female	102	43%	100%
	Total	235		
Age				
	19-29	33	14%	14%
	30-39	68	29%	43%
	40-49	54	23%	66%
	50-59	52	22%	88%
	60-69	28	12%	100%
	Total	235		
Education				
	Some high school (no degree)	0	0%	0%
	High school (high school degree)	17	7%	7%
	Some college (no degree)	48	20%	28%
	College (undergraduate degree)	122	52%	80%
	Some graduate school (no graduate degree)	10	4%	84%
	Graduate school (graduate degree)	36	15%	99%
	Other, please specify (Associates)	2	1%	100%
	Total	235		

Table 3: Quantitative Survey Demographics Continued

Participant Demographics (n=235)				
Variable		**Number**	**Percent**	**Cum. Percent**
Commission % of Compensation				
	0-9%	78	33%	33%
	10-19%	39	17%	50%
	20-29%	27	11%	61%
	30-39%	15	6%	68%
	40-49%	7	3%	71%
	50-59%	18	8%	78%
	60-69%	9	4%	82%
	70-79%	12	5%	87%
	80-89%	4	2%	89%
	90-99%	5	2%	91%
	100%	21	9%	100%
	Total	235		
Sales Experience				
	0 - 9 years	81	34%	34%
	10 - 19 years	85	36%	71%
	over 20 years	69	29%	100%
	Total	235		
Company Sales Experience				
	0 - 9 years	156	66%	66%
	10 - 19 years	63	27%	93%
	over 20 years	16	7%	100%
	Total	235		

Measures. The questionnaire for this study employs established scales, when available. Modifications were made to suit the context of this study. The questionnaire was reviewed by an expert panel. Based on the recommendations of the experts, the four constructs measuring salesperson autonomy were setup to randomize the order in which the four constructs appeared, as well as the five items within each construct. Each individual scale is described below.

Customer Selection. The customer selection construct measures the extent to which salespeople have the freedom to determine which customers to pursue or not to pursue. Five items were adapted from Reinartz et al. (2004), Spreitzer (1995) and Karatepe et al. (2007). The items are rated on a seven-point Likert-type scale, with 1 = "Strongly Disagree" and 7 = "Strongly Agree."

Customer Prioritization. Customer prioritization measures the extent to which salespeople have the freedom to determine how organizational resources should be distributed among the firm's customers. The five items used to measure the customer prioritization construct were adapted from Homburg et al. (2008), Spreitzer (1995) and Karatepe et al. (2007). All items are rated on a seven-point Likert-type scale, with 1 = "Strongly Disagree" and 7 = "Strongly Agree."

Customer Solutions. Customer solutions measures the extent to which salespeople have the freedom to design solutions to complex customer problems. Five items were adapted from Sullivan et al. (2012), Spreitzer (1995) and Karatepe et al. (2007) and are measured using a seven-point Likert type scale anchored by 1 = "Strongly Disagree" and 7 = "Strongly Agree".

Customer Termination. The customer termination construct measures the extent to which salespeople have the freedom to determine which customer relationships to end and which not to end. Five items were adapted from Ritter and Geersbro (2011), Spreitzer (1995) and Karatepe et al. (2007) scales. These items are measured using a seven-point Likert type scale (1 = Strongly Disagree, 7 = Strongly Agree).

Customer Orientation. Customer orientation measures the extent to which salespeople are internally motivated to satisfy customers' needs. Four scale items are

adapted from Grant (2008). This particular scale focuses on the customer orientation of the employee (not the firm). While there are scales for measuring employee customer orientation in the literature, those scales tend to mix behaviors, attitudes, values, and feelings, making it difficult to distinguish between customer orientation itself and outward manifestations of the construct. Based on related work in management, the scale used to measure salesperson customer orientation in this study attempts to overcome some of the limitations of extant scales in marketing. In addition, six scale items are adapted from Kennedy et al. (2002) measuring the external customer mindset. A total of ten items are measured on a seven-point Likert type scale, anchored by 1= "Strongly Disagree" and 7 = "Strongly Agree."

Supervisor Support. The construct of supervisor support measures the extent to which salespeople are shown concern for their feelings and needs, provided feedback, encouraged in their choices, and facilitated in skill development by their supervisor. A total of five items were selected from Johnson and DeConinck (2009) and Anaza and Rutherford (2012) to measure supervisor support. The items are collected using a seven-point Likert type scale (1 = strongly disagree, 7 = strongly agree).

Training. The training construct measures the extent to which salespeople are provided the skills and knowledge from the organization necessary for effectively managing customer relationships. Five items were adapted from M. P. Leach, Liu, and Johnston (2005). The items are measured using a seven-point scale anchored by 1= "Strongly Disagree" and 7 = "Strongly Agree".

Engagement. Engagement measures the extent to which salespeople are physically, emotionally, and cognitively invested in their jobs. Five items from each

factor (physical, emotional, and cognitive engagement) were selected from Rich et al. (2010). These items are measured using an eleven-point Likert type scale (0 = Strongly Disagree, 10 = Strongly Agree).

Burnout. The construct burnout measures the extent to which salespeople feel emotionally exhausted and unable to psychologically give of themselves. The construct is measured by the 22 items from Maslach and Jackson (1981). An eleven-point Likert type scale anchored by 0 = "Strongly Disagree" and 10 = "Strongly Agree" will be used.

Job Satisfaction. The construct job satisfaction measures the extent to which salespeople are in a pleasurable emotional state as a result of the elements of their job. Three reflective items from Netemeyer, Maxham, and Lichtenstein (2010) are used. Additionally, four items from Brashear, Boles, Bellenger, and Brooks (2003) and Brown and Peterson (1993) are used. The items are measured on a 0 – 100 point scale.

Job Performance. The job performance construct measures the extent to which salespeople contribute to the organizational effectiveness. Five items from Sujan, Weitz, and Kumar (1994) were adapted for the present study. The scale was deemed the most appropriate for the given study, and has been recently employed in papers by Flaherty and Pappas (2012); Park, Kim, Dubinsky, and Lee (2010) and Schwepker and Good (2010). The items are measured on a 0 – 100 point scale.

Turnover Intention. The turnover intentions construct measures the extent to which salespeople are determined to leave their work organization. Five items were used from Rutherford, Park, et al. (2011) . The items are measured on a 0 – 100 point scale.

Common Method Variance. Since the constructs in the model are measured using self-reported scales gathered at a single point in time, common method variance (CMV), also known as monomethod, is possible. CMV is the variance that is attributed to the method of measurement that may influence responses regarding behavioral research (P. M. Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). Some authors believe that self-reported variables are biased in an upward manner (Organ & Ryan, 1995). Others, however, demonstrate that self-report variables can be very similar to multimethod variables (Spector, 2006). Obtaining information from another source for the current study to reduce CMV is not appropriate as the predictor is trying to capture the participant's perceptions, beliefs, or feelings (P. M. Podsakoff, MacKenzie, & Podsakoff, 2012). In order to control for CMV, common scale properties were curtailed, different scale formats were applied to the various construct, and statistical remedies have been applied (P. M. Podsakoff et al., 2012).

3.4 Qualitative Research

Sample and Procedure. In the follow-up qualitative phase of the study, interviews were conducted to further explore the quantitative findings. Topics for the interviews were based primarily on the unexpected findings of the survey. The qualitative interviews were conducted until understanding through saturation occurred. Participants for the qualitative phase were selected from a convenience sample of B2B salespeople (Table 4). Nine interviews were conducted with individuals from a variety of industries, such as copier sales, commercial vehicle, steel, industrial sales and business insurance. Due to the sensitive nature of the responses, participants felt more comfortable discussing

their observations of others, and on occasion would add in their own personal experience. Therefore, more information was gained by interviewing those individuals with greater sales experience than those with fewer years in sales (Table 5).

Table 4: Qualitative Interview Demographics

Participant Demographics (n=9)				
Variable		**Number**	**Percent**	**Cum. Percent**
Gender				
	Male	8	89%	89%
	Female	1	11%	100%
	Total	9		
Age				
	19-29	0	0%	0%
	30-39	0	0%	0%
	40-49	2	22%	22%
	50-59	5	55%	77%
	60-69	0	0%	77%
	Total	7*		
Education				
	Some high school (no degree)	0	0%	0%
	High school (high school degree)	1	11%	11%
	Some college (no degree)	1	11%	22%
	College (undergraduate degree)	3	33%	55%
	Some graduate school (no graduate degree)	0	0%	55%
	Graduate school (graduate degree)	2	22%	77%
	Other, please specify (Associates)	1	11%	88%
	Total	8*		

* Not all participants answered every question

Table 5: Qualitative Interview Demographics Continued

Participant Demographics (n=9)				
Variable		**Number**	**Percent**	**Cum. Percent**
Commission % of Compensation				
	0-9%	0	0%	0%
	10-19%	3	33%	33%
	20-29%	3	33%	66%
	30-39%	0	0%	66%
	40-49%	0	0%	66%
	50-59%	0	0%	66%
	60-69%	0	0%	66%
	70-79%	0	0%	66%
	80-89%	0	0%	66%
	90-99%	0	0%	66%
	100%	2	22%	88%
	Total	8*		
Sales Experience				
	0 - 9 years	1	11%	11%
	10 - 19 years	3	33%	44%
	over 20 years	5	55%	100%
	Total	9		
Company Sales Experience				
	0 - 9 years	3	33%	33%
	10 - 19 years	3	33%	66%
	over 20 years	3	33%	100%
	Total	9		

* Not all participants answered every question

CHAPTER 4: RESULTS

This section presents the quantitative results followed by the qualitative results of the study. First, the measures taken to establish reliability and validity of the measures and the model are discussed. Next, remedies for common methods and the control variables used are described. Then, the structural model results are analyzed and the outcomes for the hypotheses tests are presented. To complete the quantitative analysis, the goodness of fit of the predictive model is evaluated. The section is concluded with the results of the qualitative interviews.

4.1 Quantitative Results

Reliability and Construct Validity.

Exploratory Factor Analysis. A pilot test was conducted in order to prequalify the scales measuring each construct. Using the data of the pilot test, an exploratory factor analysis was run using principal components, varimax rotation, and eigenvalues greater than one. Each item was evaluated using the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy, total variance explained, rotated component matrix, communalities, factor loadings, and Cronbach's Alpha. The results of the exploratory factor analysis provided acceptable measures with limited cross-loadings (Hair, Black, Babin, & Anderson, 2010), therefore, all the questions were retained for the final instrument.

PLS Measurement Model. The final data collected using the Qualtrics panel is a sample size of 235 B2B salespeople. Since all the items for the latent variables (constructs) of the model are reflective, thus reducing the number of arrows that point at a latent variable, the given sample size will provide high levels of statistical power (Hair et al., 2014). The items are considered reflective because the indicator items are essentially interchangeable, thus the removal of one item does not change the underlying nature of the construct (Diamantopoulos & Siguaw, 2006). Furthermore, the data collected is highly robust, given that there is no missing data (Hair et al., 2010).

In order to test the hypotheses for this research, the exogenous variables of customer selection (pursue), priority, solution, and termination are models as a higher-order component called autonomy. Similarly, the three facets of burnout and engagement are also modeled as higher-order components. All three higher-order components are modeled as reflective-reflective type (Hair et al., 2014). This is done to make the PLS path model more parsimonious and the results easier to comprehend (Hair et al., 2014).

A PLS model is usually analyzed in two sequential stages. First, assessment of the measurement model for reliability and validity is conducted. Then, the structural model results are analyzed (Hulland, 1999). This process ensures that the constructs are reliable and valid before trying to assess the construct relationships.

Indicator reliability is assessed by examining the outer loadings for each latent variable. Suggested guidelines for evaluating the outer loading score is to retain items greater than 0.70 (Hair et al., 2014). All of the items for the exogenous constructs of customer selection (pursue), priority, solutions, and termination exceed the minimum standards. For the mediating variable burnout, the reduced scale (Rutherford, Hamwi,

Friend, & Hartmann, 2011) is utilized, and therefore surpasses the guideline. The other mediating variable (engagement), as well as the moderator variables (customer orientation, supervisor support, and training) and endogenous variables (job performance, and turnover intention) all have items greater than 0.70. The two reverse coded items measuring job satisfaction fall below the 0.70 threshold, and are consequently removed, leaving five items.

Next, the scales are analyzed for convergent validity and discriminant validity via the method suggested by Fornell and Larcker (1981). Convergent validity is evaluated based on the average variance extracted (AVE). An AVE value of 0.50 or higher specifies that more than half of the variance of the construct is explained by the indicators (Hair et al., 2014). The AVEs indicate that all the constructs with the exception of the higher-order burnout construct are above the desired 0.50.

Discriminant validity is assessed by comparing the square root of the AVE with the latent variable correlations (Fornell & Larcker, 1981). The rational is that a construct should share more variance with its related indicators than with any other construct (Hair et al., 2014). When using higher-order (HO) components with a reflective-reflective type model, the discriminant validity between the higher-order components and the lower-order components, as well as between the lower-order components are not required to be met (Hair et al., 2014). As illustrated in Table 6, the only issues with discriminant validity are associated with the higher-order components and the lower-order components. There is one issue between two lower-order components (engagement – physical and engagement – cognitive), but the exception also covers this issue. However, as an additional level of assurance, a construct has discriminant validity if the indicator

outer loadings are higher on the intended construct than any other construct (Hair et al., 2014) which is the case for physical engagement (Table 7). Based on the above, the model does exhibit discriminant validity.

Table 6: Fornell-Larcker Analysis

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1. Burnout - EE	**0.89**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2. Burnout_DP	0.52	**0.84**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Burnout_PA	(0.44)	(0.26)	**0.83**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4. HO Burnout	0.91	0.70	(0.69)	**0.68**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. Cust Orientation	(0.18)	(0.35)	0.46	(0.37)	**0.90**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6. HO Engagement	(0.48)	(0.33)	0.64	(0.61)	0.47	**0.79**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7. Engagement_E	(0.60)	(0.26)	0.66	(0.68)	0.36	0.84	**0.94**	-	-	-	-	-	-	-	-	-	-	-	-	-
8. Engagement_P	(0.34)	(0.34)	0.52	(0.49)	0.49	0.92	0.63	**0.85**	-	-	-	-	-	-	-	-	-	-	-	-
9. Engagement_C	(0.30)	(0.28)	0.49	(0.43)	0.41	0.89	0.55	0.86	**0.89**	-	-	-	-	-	-	-	-	-	-	-
10. HO Autonomy	(0.26)	(0.16)	0.42	(0.35)	0.33	0.32	0.35	0.24	0.24	**0.74**	-	-	-	-	-	-	-	-	-	-
11. Job Satisfaction	(0.56)	(0.20)	0.58	(0.60)	0.28	0.71	0.84	0.52	0.48	0.31	**0.89**	-	-	-	-	-	-	-	-	-
12. Job Performance	(0.27)	(0.19)	0.47	(0.38)	0.23	0.55	0.41	0.51	0.56	0.34	0.42	**0.90**	-	-	-	-	-	-	-	-
13. Priority	(0.21)	(0.10)	0.31	(0.27)	0.20	0.25	0.29	0.19	0.18	0.85	0.25	0.31	**0.86**	-	-	-	-	-	-	-
14. Pursue	(0.21)	(0.20)	0.35	(0.31)	0.30	0.29	0.28	0.22	0.25	0.86	0.25	0.25	0.65	**0.89**	-	-	-	-	-	-
15. Supvr Support	(0.46)	(0.17)	0.44	(0.48)	0.26	0.43	0.59	0.29	0.20	0.32	0.61	0.19	0.28	0.26	**0.92**	-	-	-	-	-
16. Solutions	(0.28)	(0.21)	0.45	(0.39)	0.44	0.35	0.38	0.27	0.27	0.78	0.33	0.32	0.56	0.56	0.31	**0.86**	-	-	-	-
17. Terminate	(0.16)	(0.04)	0.30	(0.21)	0.18	0.20	0.23	0.15	0.13	0.87	0.21	0.26	0.67	0.68	0.25	0.55	**0.90**	-	-	-
18. Training	(0.31)	(0.02)	0.44	(0.35)	0.19	0.40	0.50	0.31	0.23	0.32	0.44	0.24	0.28	0.21	0.51	0.27	0.31	**0.82**	-	-
19. Turnover	0.70	0.43	(0.39)	0.69	(0.14)	(0.47)	(0.61)	(0.33)	(0.26)	(0.18)	(0.66)	(0.22)	(0.15)	(0.14)	(0.48)	(0.24)	(0.08)	(0.30)	**0.90**	-
20. Skill Discrepancy	(0.26)	(0.18)	0.56	(0.41)	0.46	0.50	0.55	0.40	0.37	0.39	0.45	0.32	0.30	0.25	0.34	0.53	0.26	0.40	(0.25)	**0.86**

Square Root of AVE is reported on the diagonal, and the latent variable correlation is under the diagonal.

HO stands for Higher Order Construct (HO Burnout, HO Engagement, HO Autonomy)

Table 7: Cross Loading Analysis for Discriminant Validity

	ENG_C	ENG_E	ENG_P
Q15_1_ENG_E	0.521	0.9503	0.5837
Q15_1_ENG_E	0.521	0.9503	0.5837
Q15_2_ENG_E	0.5371	0.926	0.6038
Q15_2_ENG_E	0.5371	0.926	0.6038
Q15_3_ENG_E	0.4963	0.9551	0.5909
Q15_3_ENG_E	0.4963	0.9551	0.5909
Q15_4_ENG_E	0.4949	0.9326	0.5638
Q15_4_ENG_E	0.4949	0.9326	0.5638
Q15_5_ENG_E	0.5267	0.9152	0.5931
Q15_5_ENG_E	0.5267	0.9152	0.5931
Q16_1_ENG_P	0.7766	0.5673	0.8683
Q16_1_ENG_P	0.7766	0.5673	0.8683
Q16_2_ENG_P	0.7306	0.506	0.847
Q16_2_ENG_P	0.7306	0.506	0.847
Q16_3_ENG_P	0.7399	0.4964	0.8586
Q16_3_ENG_P	0.7399	0.4964	0.8586
Q16_4_ENG_P	0.763	0.5708	0.866
Q16_4_ENG_P	0.763	0.5708	0.866
Q16_5_ENG_P	0.6187	0.5069	0.7826
Q16_5_ENG_P	0.6187	0.5069	0.7826
Q17_1_ENG_C	0.9188	0.5166	0.8116
Q17_1_ENG_C	0.9188	0.5166	0.8116
Q17_2_ENG_C	0.8902	0.4775	0.7561
Q17_2_ENG_C	0.8902	0.4775	0.7561
Q17_3_ENG_C	0.7671	0.3971	0.637
Q17_3_ENG_C	0.7671	0.3971	0.637
Q17_4_ENG_C	0.9159	0.505	0.7837
Q17_4_ENG_C	0.9159	0.505	0.7837
Q17_5_ENG_C	0.9302	0.5327	0.8142
Q17_5_ENG_C	0.9302	0.5327	0.8142

The final assessment of the measurement model involves examining the collinearity of the exogenous measures using SPSS. Collinearity is assessed by looking at the VIF values. Collinearity is considered to not be an issue if the VIF values are above 5 (Hair et al., 2014). As illustrated in Table 8, five constructs have items with VIF values greater than 5. Therefore, for each construct, one to two items were removed to ensure that all the items for the construct have VIF values below 5. Table 9 illustrates the final VIF values for the five constructs that previously had values greater than 5.

Table 8: Collinearity Assessment

Pursue		Priority		Solution		Terminate	
Indicators	VIF	Indicators	VIF	Indicators	VIF	Indicators	VIF
Q2_1_Pursue	4.597	Q3_1_Priority	3.790	Q4_1_Solution	3.375	Q5_1_Terminate	4.117
Q2_2_Pursue	2.519	Q3_2_Priority	2.587	Q4_2_Solution	1.889	Q5_2_Terminate	3.064
Q2_3_Pursue	3.106	Q3_3_Priority	3.492	Q4_3_Solution	3.158	Q5_3_Terminate	3.497
Q2_4_Pursue	3.774	Q3_4_Priority	2.725	Q4_4_Solution	2.676	Q5_4_Terminate	3.963
Q2_5_Pursue	3.690	Q3_5_Priority	2.111	Q4_5_Solution	3.330	Q5_5_Terminate	2.813
Burnout - EE		**Burnout - PA**		**Burnout - DP**		**ENG-E**	
Indicators	VIF	Indicators	VIF	Indicators	VIF	Indicators	VIF
Q12_2_BO_EE	3.444	Q13_3_BO_PA	2.317	Q14_1_BO_DP	1.998	Q15_1_ENG_E	6.723
Q12_3_BO_EE	3.349	Q13_6_BO_PA	1.516	Q14_2_BO_DP	1.978	Q15_2_ENG_E	4.972
Q12_5_BO_EE	3.768	Q13_7_BO_PA	2.124	Q14_4_BO_DP	1.677	Q15_3_ENG_E	7.323
Q12_6_BO_EE	3.122					Q15_4_ENG_E	5.095
						Q15_5_ENG_E	4.272
ENG - P		**ENG - C**		**Customer Orientation**		**Supervisor Support**	
Indicators	VIF	Indicators	VIF	Indicators	VIF	Indicators	VIF
Q16_1_ENG_P	2.921	Q17_1_ENG_C	4.042	Q9_1_CO	3.003	Q10_1_SS	4.598
Q16_2_ENG_P	2.630	Q17_2_ENG_C	3.292	Q9_2_CO	4.046	Q10_2_SS	3.730
Q16_3_ENG_P	2.765	Q17_3_ENG_C	1.852	Q9_3_CO	2.991	Q10_3_SS	5.926
Q16_4_ENG_P	2.635	Q17_4_ENG_C	4.356	Q9_4_CO	3.146	Q10_4_SS	3.662
Q16_5_ENG_P	2.148	Q17_5_ENG_C	4.764			Q10_5_SS	4.604
		Job Satisfaction		**Job Performance**		**Turnover Intention**	
Indicators	VIF	Indicators	VIF	Indicators	VIF	Indicators	VIF
Q11_1_Training	1.743	Q20_1_JS	4.632	Q21_1_PERF	4.294	Q22_1_TI	3.409
Q11_2_Training	2.450	Q20_2_JS	5.099	Q21_2_PERF	5.299	Q22_2_TI	3.149
Q11_3_Training	2.567	Q20_3_JS	7.139	Q21_3_PERF	2.421	Q22_3_TI	5.553
Q11_4_Training	2.224	Q20_5_JS	2.770	Q21_4_PERF	5.545	Q22_4_TI	3.093
Q11_5_Training	2.368	Q20_6_JS	2.516	Q21_5_PERF	3.886	Q22_5_TI	4.432

Table 9: Corrections for Collinearity

Job Satisfaction		Job Performance		Turnover Intention		Supervisor Support		ENG-E	
Indicators	VIF	Indicators	VIF	Indicators	VIF	Indicators	VIF	Indicators	VIF
Q20_1_JS	3.792	Q21_1_PERF	4.266	Q22_1_TI	3.364	Q10_1_SS	3.596	Q15_2_ENG_E	3.415
Q20_2_JS	3.618	Q21_2_PERF	4.417	Q22_2_TI	2.637	Q10_2_SS	3.472	Q15_4_ENG_E	4.276
Q20_5_JS	2.655	Q21_3_PERF	2.398	Q22_4_TI	2.560	Q10_4_SS	3.322	Q15_5_ENG_E	3.454
Q20_6_JS	2.460	Q21_5_PERF	2.767	Q22_5_TI	3.902	Q10_5_SS	4.497		

Common Methods Bias. Since the constructs in the model are measured using self-reported scales and cross-sectional data, common methods bias may present an issue. To assess common methods bias, the process recommended by Lindell and Whitney (2001) is used. The two lowest correlations among the variables are identified within the dataset (r = -.0224, -.0389) (See Table 10 highlighted items). The amount of correlation

is used to estimate the amount of methods bias within the data. The most conservative bias, highest amount of correlation among the two lowest correlations (r = -.0389), is partialed out of the remaining correlation matrix. By setting the lowest two amounts to zero, and adjusting the remaining correlations, any potential inflation, or upward bias is removed (Lindell & Whitney, 2001). Next, the adjusted correlation matrix (Table 11) is compared to the original correlation matrix (Table 10). Common method bias is not considered a significant risk if neither the sign nor the significance changes across the correlation matrices (Brady, Voorhees, & Brusco, 2012). As indicated in Table 11, there is neither a sign change nor enough of a change to impact significance, therefore it is concluded that methods bias does not pose a threat in the interpretation of the findings.

Table 10: Original Fornell-Larcker for Identification of Lowest Correlations and Comparison

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1. Burnout - EE	**0.89**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2. Burnout_DP	0.52	**0.84**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Burnout_PA	(0.44)	(0.26)	**0.83**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4. HO Burnout	0.91	0.70	(0.69)	**0.68**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. Cust Orientation	(0.18)	(0.35)	0.46	(0.37)	**0.90**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6. HO Engagement	(0.48)	(0.33)	0.64	(0.61)	0.47	**0.79**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7. Engagement_E	(0.60)	(0.26)	0.66	(0.68)	0.36	0.84	**0.94**	-	-	-	-	-	-	-	-	-	-	-	-	-
8. Engagement_P	(0.34)	(0.34)	0.52	(0.49)	0.49	0.92	0.63	**0.85**	-	-	-	-	-	-	-	-	-	-	-	-
9. Engagement_C	(0.30)	(0.28)	0.49	(0.43)	0.41	0.89	0.55	0.86	**0.89**	-	-	-	-	-	-	-	-	-	-	-
10. HO Autonomy	(0.26)	(0.16)	0.42	(0.35)	0.33	0.32	0.35	0.24	0.24	**0.74**	-	-	-	-	-	-	-	-	-	-
11. Job Satisfaction	(0.56)	(0.20)	0.58	(0.60)	0.28	0.71	0.84	0.52	0.48	0.31	**0.89**	-	-	-	-	-	-	-	-	-
12. Job Performance	(0.27)	(0.19)	0.47	(0.38)	0.23	0.55	0.41	0.51	0.56	0.34	0.42	**0.90**	-	-	-	-	-	-	-	-
13. Priority	(0.21)	(0.10)	0.31	(0.27)	0.20	0.25	0.29	0.19	0.18	0.85	0.25	0.31	**0.86**	-	-	-	-	-	-	-
14. Pursue	(0.21)	(0.20)	0.35	(0.31)	0.30	0.29	0.28	0.22	0.25	0.86	0.25	0.25	0.65	**0.89**	-	-	-	-	-	-
15. Supvr Support	(0.46)	(0.17)	0.44	(0.48)	0.26	0.43	0.59	0.29	0.20	0.32	0.61	0.19	0.28	0.26	**0.92**	-	-	-	-	-
16. Solutions	(0.28)	(0.21)	0.45	(0.39)	0.44	0.35	0.38	0.27	0.27	0.78	0.33	0.32	0.56	0.56	0.31	**0.86**	-	-	-	-
17. Terminate	(0.16)	(0.04)	0.30	(0.21)	0.18	0.20	0.23	0.15	0.13	0.87	0.21	0.26	0.67	0.68	0.25	0.55	**0.90**	-	-	-
18. Training	(0.31)	(0.02)	0.44	(0.35)	0.19	0.40	0.50	0.31	0.23	0.32	0.44	0.24	0.28	0.21	0.51	0.27	0.31	**0.82**	-	-
19. Turnover	0.70	0.43	(0.39)	0.69	(0.14)	(0.47)	(0.61)	(0.33)	(0.26)	(0.18)	(0.66)	(0.22)	(0.15)	(0.14)	(0.48)	(0.24)	(0.08)	(0.30)	**0.90**	-
20. Skill Discrepancy	(0.26)	(0.18)	0.56	(0.41)	0.46	0.50	0.55	0.40	0.37	0.39	0.45	0.32	0.30	0.25	0.34	0.53	0.26	0.40	(0.25)	**0.86**

Square Root of AVE is reported on the diagonal, and the latent variable correlation is under the diagonal.
HO stands for Higher Order Construct (HO Burnout, HO Engagement, HO Autonomy)

Table 11: Common Methods Bias Adjusted Correlation Matrix

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1. Burnout - EE	1.00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2. Burnout_DP	0.56	1.00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Burnout_PA	(0.40)	(0.22)	1.00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4. HO Burnout	0.95	0.74	(0.65)	1.00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. Cust Orientation	(0.14)	(0.31)	0.50	(0.34)	1.00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6. HO Engagement	(0.44)	(0.29)	0.68	(0.58)	0.51	1.00	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7. Engagement_E	(0.56)	(0.23)	0.70	(0.64)	0.40	0.88	1.00	-	-	-	-	-	-	-	-	-	-	-	-	-
8. Engagement_P	(0.30)	(0.30)	0.56	(0.45)	0.53	0.96	0.67	1.00	-	-	-	-	-	-	-	-	-	-	-	-
9. Engagement_C	(0.26)	(0.24)	0.53	(0.39)	0.45	0.93	0.59	0.90	1.00	-	-	-	-	-	-	-	-	-	-	-
10. HO Autonomy	(0.22)	(0.12)	0.45	(0.31)	0.37	0.36	0.39	0.28	0.28	1.00	-	-	-	-	-	-	-	-	-	-
11. Job Satisfaction	(0.52)	(0.17)	0.62	(0.56)	0.32	0.75	0.88	0.56	0.52	0.35	1.00	-	-	-	-	-	-	-	-	-
12. Job Performance	(0.23)	(0.15)	0.51	(0.35)	0.26	0.59	0.45	0.55	0.59	0.38	0.46	1.00	-	-	-	-	-	-	-	-
13. Priority	(0.17)	(0.06)	0.35	(0.23)	0.24	0.29	0.33	0.22	0.22	0.89	0.29	0.35	1.00	-	-	-	-	-	-	-
14. Pursue	(0.17)	(0.16)	0.39	(0.27)	0.34	0.33	0.32	0.26	0.29	0.90	0.29	0.29	0.69	1.00	-	-	-	-	-	-
15. Supvr Support	(0.42)	(0.14)	0.48	(0.45)	0.30	0.47	0.63	0.33	0.24	0.36	0.64	0.23	0.32	0.30	1.00	-	-	-	-	-
16. Solutions	(0.24)	(0.17)	0.49	(0.35)	0.48	0.39	0.42	0.31	0.31	0.82	0.37	0.36	0.60	0.60	0.35	1.00	-	-	-	-
17. Terminate	(0.12)	-	0.34	(0.18)	0.22	0.24	0.27	0.19	0.17	0.91	0.25	0.30	0.71	0.72	0.29	0.59	1.00	-	-	-
18. Training	(0.27)	-	0.47	(0.31)	0.23	0.44	0.54	0.35	0.27	0.35	0.48	0.28	0.32	0.25	0.55	0.31	0.35	1.00	-	-
19. Turnover	0.73	0.47	(0.35)	0.72	(0.10)	(0.43)	(0.58)	(0.29)	(0.22)	(0.14)	(0.62)	(0.19)	(0.11)	(0.11)	(0.44)	(0.20)	(0.04)	(0.26)	1.00	-
20. Skill Discrepancy	(0.22)	(0.14)	0.60	(0.37)	0.50	0.54	0.59	0.44	0.41	0.43	0.49	0.36	0.34	0.29	0.38	0.57	0.30	0.44	(0.21)	1.00

Structural Model. The next step is to examine the structural model. The principal objective of PLS-SEM is to minimize unexplained variance (or, conversely, maximize the variance extracted) for all the endogenous constructs (Hulland, 1999). This is done using a resampling procedure called bootstrapping. Unlike covariance-based structural equations modeling (CB-SEM), PLS does not make any assumptions about the population, the scale of measurement or the distribution, and therefore does not use estimated parameter values (Fornell & Bookstein, 1982). The extent to which a PLS model achieves its objective is determined by examining the R^2 value for the endogenous constructs (Hulland, 1999).

The full theoretical model was initially examined using the PLS-SEM method with all of the hypothesized relationships simultaneously. At the same time, to ensure the individual relationships were accurately represented, individual hypothesized relationships were examined using a bivariate correlation approach. Comparison of the results from the two approaches indicated that a suppressor effect was present when running the full model (Hair et al., 2014). Specifically, when both the burnout and engagement relationships are examined in the model at the same time, a positive and significant relationship is identified between engagement and turnover intentions, while burnout does not significantly impact performance. When the model relationships for burnout are examined separately, however, the results are consistent with theory as well as prior studies (Babakus et al., 1999; Bakker et al., 2004; Singh et al., 1994).

To further clarify the true relationships, stepwise regression was executed with SPSS. Specifically, examining the theoretical models using multiple regression models with separate paths for burnout and engagement confirmed the same results as the PLS-

SEM models run separately. As a result, hypotheses 1 and 2 (See Appendix) that examined the burnout and engagement paths were tested separately using PLS-SEM. Moreover, the front half of the model (i.e., without outcome variables) was examined when a relationship between burnout and engagement exists (See Appendix).

Controls. As mentioned earlier, this study also takes into account previously established relationships as controls. By adding control variables into the model, the influence of the pre-specified relationships is accounted for prior to testing the present study findings. The control variables were selected based on sales, JD-R theory, and autonomy literature.

The first control included in the model is skill discrepancy. Skill discrepancy measures the extent to which the salesperson's job offers a variety of work tasks and the opportunity for the use of numerous skills (Rafferty et al., 2001). Since skill discrepancy is closely related to the construct of autonomy, the item was used as a control on burnout and engagement, therefore allowing the results to highlight those specifically related to autonomy. As shown in Tables 12 and 13, skill discrepancy had a significant negative relationship with higher-order burnout and a significant positive relationship with higher-order engagement.

The second control is the relationship between burnout and engagement. This relationship is typically displayed as a bidirectional (double-headed) arrow between the two constructs (Schaufeli & Bakker, 2004), representing a non-causal relationship. However, since bidirectional relationships cannot be modeled in SmartPLS 2.0 (Ringle et al., 2005), the model will be analyzed first without a path from burnout to engagement,

then with a path from burnout to engagement, and finally with a path from engagement to burnout.

Of the demographic data, age and years in sales were the only items showing significance. Gender, level of education, years with current employer, number of active accounts, sales volume, commission percentage, and compensation amount were also collected and tested, but did not show significance. The relationship between job satisfaction and job performance was not significant (Brown & Peterson, 1993), and therefore removed from the controls. The final control used in the model is to account for the established negative relationship between job satisfaction and turnover intention (Babakus et al., 1999; Jaramillo et al., 2006).

Table 12: Theoretical Model Relationships – Burnout Path

Relationships	**Path Coefficients**	**T-Statistic**
HO Autonomy		
HO Autonomy -> Priority	0.85	32.58***
HO Autonomy -> Pursue	0.86	25.76***
HO Autonomy -> Solution	0.78	21.91***
HO Autonomy -> Terminate	0.87	39.30***
HO Burnout		
Burnout -> BO EE	0.91	69.76***
Burnout -> BO_DP	0.70	14.53***
Burnout -> BO_PA	-0.69	2.10**
Hypothesized Relationships		
HO Autonomy -> Burnout	-0.23	3.26***
Burnout -> JSAT	-0.60	12.84***
Burnout -> PERF	-0.38	2.69***
Burnout -> Turnover	0.45	6.28***
Controls		
JSAT -> Turnover	-0.39	4.97***
Age -> Burnout	0.13	1.53
Skill Discrepancy -> Burnout	0.32	2.31**
Sales Tenure -> Burnout	0.09	0.98
Significant T-Values for a two-tailed test are 1.96 (.05**) and 2.57 (.01***)		

Table 13: Theoretical Model Relationships – Engagement Path

Relationships	Path Coefficients	T-Statistic
HO Autonomy		
HO Autonomy -> Priority	0.85	31.83***
HO Autonomy -> Pursue	0.86	27.72***
HO Autonomy -> Solution	0.78	20.58***
HO Autonomy -> Terminate	0.87	38.67***
HO Engagement		
ENG -> ENG-E	0.78	19.35***
ENG -> ENG-P	0.95	126.06***
ENG -> Eng_C	0.93	81.10***
Hypothesized Relationships		
HO Autonomy -> ENG	0.16	2.25**
ENG -> JSAT	0.66	13.23***
ENG -> PERF	0.56	10.67***
ENG -> Turnover	0.03	0.42
Controls		
JSAT -> Turnover	-0.68	10.05***
Age -> ENG	-0.17	2.23**
Skill Discrepancy -> ENG	0.42	6.27***
Sales Tenure -> ENG	-0.18	2.43**
Significant T-Values for a two-tailed test are 1.96 (.05**) and 2.57 (.01***)		

Results of the Hypotheses Tests. A total of 14 hypotheses are proposed in this research. The first 8 hypotheses relate to direct effect results, the remaining 6 hypotheses relate to interaction effects with the moderators customer orientation, supervisor support, and training.

Direct Effects. As mentioned above, SmartPLS is unable to process a bidirectional relationship. Therefore, the direct effect hypotheses are analyzed in three stages. First, the model is executed without a relationship between burnout and engagement and the results are examined. Next, a path from burnout leading to engagement is analyzed. Finally, a path from engagement to burnout is investigated. Table 14 summarizes the results for the three stages, and highlights the differences.

Although not shown in the summary table below, the other controls and HO indicators were used in the model but since their results did not change, they were not included.

Table 14: Main Effect Results under Different Assumptions Regarding the Nature of the Burnout-Engagement Relationship

Model A: Results when Burnout and Engagement are Unrelated			**Model B: Results when Burnout Predicts Engagment**			**Model C: Results when Engagement Predicts Burnout**		
Relationships	**Path Coefficients**	**T-Statistic**	**Relationships**	**Path Coefficients**	**T-Statistic**	**Relationships**	**Path Coefficients**	**T-Statistic**
Hypothesized Relationships			**Hypothesized Relationships**			**Hypothesized Relationships**		
HO Autonomy -> Burnout	-0.23	3.31***	HO Autonomy -> Burnout	-0.23	3.26***	HO Autonomy -> Burnout	-0.14	1.99**
HO Autonomy -> ENG	0.16	2.08**	HO Autonomy -> ENG	0.07	0.97	HO Autonomy -> ENG	0.18	2.41**
Controls			***Controls***			***Controls***		
Nothing between BO & ENG			Burnout -> Engagement	-0.48	8.25***	Engagement -> Burnout	-0.53	9.01***

As indicated in Table 14, the relationship between autonomy and burnout, as well as autonomy and engagement, differs based on whether (1) a relationship between burnout and engagement is specified in the model (Model A), (2) burnout is specified as antecedent to engagement (Model B), or (3) engagement is specified as antecedent to burnout (Model C). While the relationship between autonomy and burnout remains significant in each of the three models (A, B and C), the relationship between autonomy and engagement is not significant when burnout is specified as a predictor of engagement (Model B). This pattern of effects provides mixed support for H1a, which posited a positive relationship between salesperson job autonomy and engagement (see Table 15).

As for hypotheses 1(b-d), there is a positive and significant relationships between job engagement and job satisfaction as well as job engagement and job performance as hypothesized. However, the relationship between job engagement and turnover intentions is not significant, therefore, H1d is rejected (Table 15).

Table 15: Results for Hypotheses 1(a-d)

Hypothesis 1	R^2	Beta	T-Value	Accept/Reject
H1a. Salesperson autonomy has a positive relationship with employee job engagement.	0.25	0.16	2.25**	Accept
- With control for Burnout to Engagement	0.41	0.06	0.85	Reject
- With control for Engagement to Burnout	0.26	0.16	2.41**	Accept
H1b. Job engagement has a positive relationship with employee job satisfaction.	0.43	0.66	13.23***	Accept
H1c. Job engagement has a positive relationship with employee job performance.	0.31	0.56	10.67***	Accept
H1d. Job engagement has a negative relationship with turnover intentions.	0.44	0.03	0.42	Reject

The R^2 number listed is for the endogenous variable in the hypothesis
Significant T-Values for a two-tailed test are 1.96 (.05**) and 2.57 (.01***)

Regarding the relationship between autonomy and burnout, proposed is the notion that autonomy has a positive relationship with burnout due to the hindrance aspects of autonomy. As summarized in Table 16, the relationship between autonomy and burnout is significant, but negative regardless of whether burnout is modeled as a predictor of engagement or vice-versa. Therefore, hypothesis 2a is rejected.

Hypothesis 2b indicates a significant negative relationship between job burnout and job satisfaction, therefore the hypothesis is accepted (see Table 16). H2c is also negative and significant, and thus the hypothesis related to burnout and job performance is accepted. The test of hypothesis 2d revealed a significant positive relationship between burnout and turnover intentions. Consequently, H2d is accepted.

Table 16: Results for Hypotheses 2(a-d)

Hypothesis 2	R^2	Beta	T-Value	Accept/Reject
H2a. Salesperson autonomy has a positive relationship with employee job burnout.	0.22	-0.23	3.29***	Reject
- With control for Burnout to Engagement	0.22	-0.23	3.26***	Reject
- With control for Engagement to Burnout	0.41	-0.14	1.99**	Reject
H2b. Job burnout has a negative relationship with employee job satisfaction.	0.35	-0.59	12.84***	Accept
H2c. Job burnout has a negative relationship with employee job performance.	0.14	-0.38	2.69***	Accept
H2d. Job burnout has a positive relationship with employee turnover intentions.	0.57	0.45	6.28***	Accept

The R^2 number listed is for the endogenous variable in the hypothesis
Significant T-Values for a two-tailed test are 1.96 (.05**) and 2.57 (.01***)

Interaction Effects. It was proposed that customer orientation, supervisor support, and training will vary in their ability as job resources to buffer the demands salespeople experience in the role as relationship managers. Therefore, acting as moderators, these resources change the relationship between autonomy and engagement, as well as

autonomy and burnout. Since SmartPLS permits the moderator variables to be included in the model, path coefficients and T-statistics are used to explain the interaction effect. For this analysis, each path was analyzed individually, therefore without the inclusion of the relationship between burnout and engagement, but with the inclusion of the control variables mentioned in hypotheses 1 and 2.

As Table 17 indicates, none of the three moderators have a significant interaction effect. Consequently, each of the hypotheses is rejected. While the relationship between autonomy and engagement, the simple effect, remains significant when adding supervisor support and training into the model, it is no longer significant when customer orientation is added. The negative relationship between autonomy and burnout remains significant with the addition of each individual moderator variable. A final note, each of the moderator variables has a significant direct relationship with engagement and burnout, with the exception of training and burnout. Therefore, the inclusion of the moderator variables themselves help to explain burnout and engagement by increasing the R^2, their inclusion just doesn't yield a significant interaction effect.

Table 17: Results for Hypotheses 3 - 5

Hypothesis 3: Customer Orientation	R^2	Beta	T-Value	Accept/Reject
H3a. Salesperson autonomy's positive relationship with employee job engagement is weaker (stronger) as salesperson customer orientation increases (decreases).	0.35			
Autonomy --> Engagement		0.12	1.59	
Customer Orientation --> Engagement		0.26	3.84***	
Autonomy * Customer Orientation --> Engagement		-0.06	0.35	Reject
H3b. Salesperson autonomy's positive relationship with employee job burnout is stronger (weaker) as salesperson customer orientation increases (decreases).	0.29			
Autonomy -->Burnout		-0.17	2.22**	
Customer Orientation -->Burnout		0.90	2.48**	
Autonomy * Customer Orientation --> Burnout		-0.15	1.44	Reject
Hypothesis 4: Supervisor Support	**R^2**	**Beta**	**T-Value**	**Accept/Reject**
H4a. Salesperson autonomy's positive relationship with engagement is stronger (weaker) as salesperson supervisor support increases (decreases).	0.39			
Autonomy --> Engagement		0.14	2.01**	
Supervisor Support --> Engagement		0.30	4.72***	
Autonomy * Supervisor Support --> Engagement		0.21	1.85	Reject
H4b. Salesperson autonomy's positive relationship with burnout is weaker (stronger) as salesperson supervisor support increases (decreases).	0.33			
Autonomy -->Burnout		-0.15	2.24**	
Supervisor Support -->Burnout		-0.37	6.00***	
Autonomy * Supervisor Support --> Burnout		-0.03	0.28	Reject
Hypothesis 5: Training	**R^2**	**Beta**	**T-Value**	**Accept/Reject**
H5a. Salesperson autonomy's positive relationship with engagement is stronger (weaker) as salesperson job training increases (decreases).	0.34			
Autonomy --> Engagement		0.15	2.14**	
Training --> Engagement		0.210	3.05***	
Autonomy * Training --> Engagement		0.12	0.90	Reject
H5b. Salesperson autonomy's positive relationship with burnout is weaker (stronger) as salesperson job training increases (decreases).	0.31			
Autonomy -->Burnout		-0.15	1.96**	
Training -->Burnout		-0.21	1.56	
Autonomy * Training --> Burnout		0.24	1.02	Reject

The R^2 number listed is for the endogenous variable in the hypothesis
Significant T-Values for a two-tailed test are 1.96 (.05**) and 2.57 (.01***)

Goodness of Fit Criteria of the Predictive Model. To assess the predictive relevance of the model, the coefficient of determination (R^2) and blindfolding (Q^2) are used. The R^2 value indicates the percentage of total variance predicted in the endogenous construct (Hair et al., 2010), or the combined effect of the exogenous variables on the endogenous variable. R^2 values of 0.25, 0.50, and 0.75 for the endogenous latent variables are described as weak, moderate, and substantial respectively (Hair et al., 2011). Table 18 illustrates that for the given study, the R^2 values for the engagement path indicate weak predictive relevance for all the endogenous variables. However, based on the burnout path, the R^2 values indicate a weak predictive relevance for job satisfaction and job performance, but a moderate predictive relevance for job search intentions.

The Q^2, calculated via blindfolding, is an additional assessment of the predictive relevance for the endogenous construct. While there are two methods of calculating the Q^2 (cross-validated redundancy and cross-validated communality), the cross-validated redundancy is preferred since it includes estimates from both the structural modal and the measurement model (Hair et al., 2014). If the value of Q^2 is larger than zero, its explanatory latent constructs exhibit predictive relevance (Sarstedt, Ringle, Henseler, & Hair, 2014). The general rule of thumb for Q^2 is 0.02 – 0.15 (weak effect); 0.15 – 0.35 (moderate effect); and ≥ 0.35 (strong effect). Table 18 indicates that for the current study, there is strong predictive ability for turnover intentions using the burnout path, and moderate predictive ability for all the remaining endogenous variables using either the burnout path or the engagement path.

Table 18: Goodness of Fit Criteria

Endogenous Latent Variable	R^2 ENG Path	Q^2	R^2 BO Path	Q^2
Job Satisfaction	43%	0.34	36%	0.28
Job Performance	31%	0.25	14%	0.15
Turnover Intentions	44%	0.34	57%	0.44

4.2 Qualitative Results

The qualitative interviews were conducted to shed light on the unexpected findings of the quantitative study presented above. An unexpected finding is a result that is not consistent with the proposed theoretical relationships. There were three main areas of interest. First, why doesn't autonomy have a positive relationship with burnout? Why is this portion of the job not considered a hindrance that interferes, as originally

proposed? Second, why don't customer orientation, supervisor support and training moderate the relationship between autonomy and burnout, or autonomy and engagement? Finally, why doesn't engagement exhibit a significant negative relationship with turnover intentions?

Each interview began by asking the salesperson about their level of autonomy in making decisions as it relates to selecting customers, prioritizing customers, creating solutions for customers, and terminating customers. This initial question revealed that there are varying levels of autonomy among salespeople. For some individuals, they had the authority to perform all of the functions, while one of the nine did not have the authority to do any. The most common authority granted was the ability to prioritize and create solutions for customers.

Several individuals mentioned that the selection of customers was typically out of their control. Customers typically have to be prequalified through a credit process or some sort, and that procedure is used to filter acceptance of new accounts. The other major factor the salespeople mentioned they use to qualify prospects is the fit between the customers' needs and the products and services each company offered. Based on prior experiences, multiple individuals mentioned that when they first began in sales, they often tried to do business with every company that made an inquiry about their product. However, after a given amount of time without successfully assisting the client with their needs, the salesperson realized the fit between the two companies must align. In those instances, when the accounts do not align, the salespeople report that there is no stress in ending the initial relationship because the feelings are mutual on the client's behalf.

With regard to prioritization, most individuals stated that prioritization can take place based on either the size of the opportunity or on the timing/speed of the need. Most of the interviewees stated that they try to treat everyone the same, or that they try not to push away the smaller customers, because they are important clients as well. However, several individuals mentioned a feeling of obligation to their employer to prioritize the opportunities that would bring the most for their company, therefore, minimizing the stress they felt in prioritizing accounts.

When discussing solutions, almost all the individuals spoke about this process as being the real heart of their job. A few of the individuals are responsible for 10 – 50 active accounts (compared to others that manage 75 – 500). Their main function is to grow those specific accounts. Rather than trying to just sell something to a client and have them make it fit their needs, the experienced salespeople discussed the importance of starting discussions at a high level to allow the client to determine the specific area of interest, being a good listener and understanding the clients' needs. Then, after understanding the customer's needs, the salesperson is able to work down into a solution that may involve something new or customized. One individual even mentioned that they have found a solution for a customer that didn't even involve their company's product.

Finally, with regard to the authority to make decisions on termination, most of the interviewees did not have the authority to terminate an account. In the event that an account was terminated, the decision was typically made at a higher level within the organization. Some individuals were involved in conveying the message to the client. Those individuals admitted that having that conversation was stressful. However, certain aspects made those conversations easier for the salesperson. The most helpful resource

mentioned was information from the company. By understanding the position of the salesperson's organization, the salesperson was able to justify the actions being taken based on the logic of the organization. Reasons mentioned for organizations to terminate accounts were lack of payment, unprofitable account, and lose of a contract on a product which then required the organization to terminate the services that were being provided in conjunction with the product. Each salesperson explained that they did not enjoy having to have the conversation with the customer, but when armed with the reason for the decision, they felt more comfortable in standing their ground and not feeling guilty for the decision being made.

One of the individuals interviewed discussed a "process" that was put in place as a collective effort of the field sales representatives. The reason for implementing the process was to help pass down knowledge from a soon-to-be retired salesperson. In the case of this individual, the salespeople are given full autonomy for selection, prioritization, solutions and termination. The outcome of the collaboration is a 43 question assessment that is completed on major accounts. The questions are answered on a 1-5 scale, and then weighted based on importance. Then a total score, comprised of two components, is generated. The two components are used to graph each customer onto a matrix of the company's accounts.

Once the salespeople had created a document that they all agreed with, management was consulted. With mutual agreement about the process, the assessment is used by all the salespeople to help in the decision making process. The visual display aids the salesperson in determining the fit of the account, as well as the level of priority the customer should be given. The individual mentioned that the decision making is still

in the hands of the salesperson, however, the process is a tool that they found to be very helpful for their younger salesforce that didn't have the resource of experience. Since the implementation of the process, they have found their salespeople to be more efficient with their time (knowing which accounts require more time, and solutions), sales have increased dramatically, and the salespeople understand based on the tier of the customer the level of scrutiny of management when proposing solutions for that account. Therefore, the stress level of making those decisions has decreased.

The Relationship between Autonomy and Burnout. Based on the information provided by the individuals interviewed, the primary explanation for the lack of a significant positive relationship between autonomy and burnout seems to suggest that one of two unaccounted for moderators may be obscuring the effect. The first potential moderator is the salesperson's identification with the firm. That is, the extent to which they identify with, or understand the position of the firm relieves some of the stress of making adverse decisions. The other potential moderator is the provision of information. It appears that possessing rational information helps to alleviate the negative effects. Overall, the salespeople enjoy the autonomy of their position and feel the control they have helps to mitigate burnout, rather than influence its onset.

Moderating Effects. After discussing the level of autonomy that each individual possessed, they were next asked to describe the elements or resources of their job that either enhanced or limited their ability to act on their authority. The most valued resource for every individual is the information being provided by their organization. Being well informed, and having the information on a timely basis allows the salespeople to perform any and all of the job demands of the study as well as others, such as making

pricing decisions, which was not included in the study. Most individuals discussed that the technology provided by their companies (smartphones, tablets, laptop computers) allows them to access information continuously.

The next most important resource the salespeople discussed is their prior experience in dealing with various situations. They mentioned that having already been through a situation gives them a level of understanding and preparedness. Such understanding may come in the form of clarification of parameters within their own organization, personal reactions from either from their manager or their customer, or from already experiencing a particular cycle in the industry. In many cases, the individuals mentioned being able to learn from watching or hearing about other salespeople's experiences as well.

The only other resource that was mentioned was supervisor support. Those that discussed this resource felt that decision making was less stressful when they knew that management and the organization would support their decision. This was coupled with the prior two resources when discussed. It was mentioned that in time, with experience and a history of making informed decisions and looking out for the company's best interest, salespeople are typically given more authority to make those decisions, and shown more support from their managers.

Customer orientation and training were not mentioned by any of the interviewees. When asked their opinion about customer orientation as a resource, they all agreed that it was a necessary to be customer oriented in order to create solutions for the customer. Being too customer oriented is not often a problem because of the feeling of obligation to the company that pays their salary, and their desire to maximize profits for their company

and ultimately themselves. This point also speaks to the issue that identification with the company acts as a moderator since the situation may not be true for all employees.

Most individuals stated that their company offers training, and various role-playing situations. No one has been offered training on selection of customers, or termination of customers. A few mentioned they have had some instructions on time management, and opportunity optimization, therefore falling into the prioritization category. As for solution, most participants mentioned that they are put in a variety of role-play scenarios and given feedback on their performance. This was mentioned as being helpful particularly when managers were available for clarification and additional insight, which goes back to their best resource being information.

So, when looking at the moderating impact of the resource selected for this study, it appears that supervisor support is the resource *most likely* to moderate the relationship between autonomy and burnout or engagement. This is supported by the empirical findings in the quantitative study. The t-value for supervisor support is greater than those for customer orientation and training. However, while the resource has a significant relationship with both burnout and engagement, it does not moderate the relationship with either of these constructs and autonomy. Perhaps a better resource from an organizational stand point for the study would have been company provided information, and from an individual standpoint, prior experience. While the number of years in sales data was collected, specific details related to actual sales experience was not measured.

The Relationship between Engagement and Turnover Intentions. After discussing the job resources, the salespeople were asked to explain why an individual fully engaged in their position may be inclined to look for a position outside of their own firm. It did

not take any of the respondents long to identify a reason why an individual may still be looking for a job elsewhere even though they are fully engaged in their current position. The most popular response was that the person may be interested in a position that would promote them, or offer them more money and better benefits than their current position. Most of the individuals interviewed knew of an instance when someone left the company even though they were highly engaged in their job. Some said that the company may not have a position available in order to promote an individual at the time when the individual is ready. Similarly, if someone finds that they are able to make more money doing a similar job for someone else, they are often willing to change employers.

Alternative reasons were provided. One of the individuals personally left a position for job security. Changes were being implemented to take the company in a different direction. Although the individual loved their job and their customers, there was concern for the sustainability of the business.

Four individuals mentioned that leaving a position even though you are engaged seems to be more of a recent phenomenon that they believe to be a result of the changes occurring in business in general. Such that, companies are getting away from offering a traditional pension plan and retirement medical benefits. Therefore, long-term incentives to stay with one employer were not present. This change they believe has particularly impacted the younger generations in the business, which they feel are more prone to job search than those closer to retirement.

Finally, economic conditions can play a role in when an individual is more likely to search for a position outside of their own organization. It was mentioned that there are

more jobs available at the current time than there have been in the past few years. Consequently, the results of the quantitative survey may be reflecting that impact as well.

CHAPTER 5: DISCUSSION

This final chapter consists of four sections. The first section discusses the statistical results presented in Chapter 4 in greater depth. Managerial implications of the study results are considered in the second section. Then an evaluation of the study's limitations and future research opportunities due to the limitations is presented in the third section. The fourth section offers concluding remarks to complete the study.

5.1 Discussion on Quantitative and Qualitative Results

Unlike prior research, this study conceptualized autonomy (specifically, relationship management autonomy) as a job demand rather than as a job resource (Bakker et al., 2005; Schaufeli et al., 2009). Proposed was the belief that autonomy can act as either a challenge demand, or a hindrance demand, therefore leading to positive and negative effects on the job outcomes of salespeople. Additionally, this study examined the potentially deleterious effects of job autonomy on the salespersons' psychological welfare, as opposed to the traditional desirable effects (Langfred & Moye, 2004; Liu et al., 2011; Spector, 1986). The quantitative study was unable to establish support for the detrimental effect of job autonomy on salesperson outcomes. While the qualitative interviews did support the idea that the salespeople do feel stress when faced with the demand of conveying adverse information to clients as it relates to selection, prioritization, solutions and termination, the quantitative findings show that those

demands were not enough to result in a positive relationship between autonomy and burnout. Furthermore, the qualitative interviews revealed that two potential moderators may be critical in explaining when autonomy leads to detrimental salesperson outcomes: identification with the firm and information provisions. Therefore, it is possible that the proposed detrimental effect is being obscured by the effects of these unaccounted for variables.

Of the resources selected for this study (customer orientation, supervisor support, and training), supervisor support had the greatest impact on burnout and engagement. But none of the resources used in the study indicate moderation of the relationship between burnout and autonomy or engagement and autonomy. However, the qualitative interviews provided a few alternative resources for future research.

The most often mentioned resource when dealing with making adverse decisions is information from the company. The information from the company enables the salesperson to either make informed decisions, or communicate with an explanation, the decision of others to the customer. As long as the salesperson had a reasonable justification for making an adverse decision, they stated that they felt less likely to back down from their decision, and their stress level regarding the decision diminished. This is supported by the theory of procedural justice which states that perceptions of reasonable behavior and outcomes hinge on the explanations given for those outcomes (Folger & Bies, 1989). The use of sufficiently rational explanations presented with sensitivity tends to ease the negative effects associated with the information itself and have been shown to be successful in reducing distress to employees and employer turnover (Greenberg, 1990).

The second most often mentioned resource for reducing stress when challenged with having to make an adverse decision is prior experience. Research has shown that managing small stressors can boost one's confidence in their ability to overcome challenges, which leads to greater future resilience (Neff & Broady, 2011). One of the most effective strategies for coping with stress is to break major problems down into manageable subcomponents, enabling a sense of mastery (Hobfoll et al., 1991). Prior experiences with stressors help the salesperson build up their confidence and overcome future challenges with making adverse decisions.

This study did reveal some very interesting explanations as to why the hypothesized negative relationship between engagement and turnover intentions did not show significance. The interviews offered multiple rationales for this phenomenon. The primary reason for looking for another job relates to being promoted, obtaining more money, or better benefits offered by another company. Mamede (2008) supports this notion and describes how highly mobile workers are less likely to experience long tenures. However, internal incentive schemes of their current employer may inhibit the mobility of workers. Efficiency wage theories also supports this view as it typically includes the assumption that employee turnover is reduced, worker morale is improved and attachment to the firm is strengthened by increasing current and expected wages and other benefits (Bradley, 2009).

Other explanations offered for a non-significant relationship between engagement and turnover intentions include the availability of opportunities within the organization compared to external, job security, as well as the economic conditions of the country. Support for these perspectives includes the following. Employees highly committed to

their career seemed to consider leaving their current organization when low career expectations and growth opportunities are perceived (Deery, 2008). During an economic crisis, the uncertainty of employment can boost feelings of job insecurity, such that an employee does not want to lose their job, but has intentions to leave when the economy is better (Kim, Kim, & Yoo, 2012). Increases in the unemployment rate leads to a significant decrease in turnover intentions (Sousa-Poza & Henneberger, 2004). The main determinants of job search intentions have been found to be subjective in nature (job satisfaction, job security, advancement opportunities, firm pride, and good perceived labor market opportunities). They vary substantially among countries, however, due to the influence of customs and traditions (Sousa-Poza & Henneberger, 2004).

The overall unemployment rate for the United States in May, 2014 was 6.3%, and for college graduates was 3.2%, the lowest levels since 2008 ("Wages," 2014). Given the low levels of the unemployment rate during the time of this research, job search intentions in general are likely to be higher. However, due to the cross-sectional nature of the study, this belief could not be assessed.

This study used three job outcome measures, job satisfaction, job performance and turnover intentions, and while these measures are the most frequently investigated and relevant job outcome measures in sales research (Franke & Park, 2006; Zablah et al., 2012), few studies utilize all three measures at one time. By including all three measures within the JD-R model with burnout and engagement, the findings indicate that burnout is a better predictor of the negative job outcome of turnover intentions (burnout – turnover T value = 6.28; engagement - turnover T value = 0.42). Additionally, engagement is a better predictor of the positive job outcomes of job satisfaction and job performance

(engagement and job satisfaction T value = 13.23; burnout and job satisfaction T value = 12.84; engagement and performance T value = 10.67; burnout and job performance T value = 2.69).

As related to JD-R theory, these findings provide support in the ongoing debate as to whether burnout and engagement are separate constructs or polar ends to a single continuum (Maslach, Schaufeli, & Leiter, 2001). If burnout and engagement were polar ends to a single construct, then the construct should be able to predict the job outcomes equally. However, this study provides support for the case that the two are separate constructs, and future studies should include the appropriate construct of burnout or engagement depending on the job outcome of interest.

5.2 Managerial Implications

The quantitative portion of the study supports prior studies (Langfred & Moye, 2004; Liu et al., 2011; Spector, 1986) and indicates that relationship management autonomy is good. The qualitative portion of this study suggests that autonomy is often limited. However, by including both burnout and engagement in this study, it highlights the importance for managers to not just prevent burnout, but they must try to increase engagement. By reducing burnout managers may be able to reduce turnover, but an increase in engagement is necessary to truly maximize performance. Therefore, it is critical for managers to focus on drivers of both burnout and engagement.

The most helpful resource for reducing stress conveyed in the qualitative portion of this study is timely information provided by the company. Such information provides guidelines for the salesperson when faced with making adverse decisions that impact

their customer base. More specifically, if the information provided by the company stimulates the salesperson to identify greater with the firm and enables them to deliver reasoning with their explanation to the customer. Being able to justify adverse decisions seems to be instrumental in reducing the stress salespeople experience when having to convey such decisions to customers.

In addition to information, experience helps the salesperson reduce the stress associated with making adverse decisions. Having previously accomplished a particular situation enlightens the salesperson to the potential customer reactions. It may also prompt the salesperson to reflect on how they might change their behavior in the future and to develop over time a "best practice" for a particular type of decision. Furthermore, experiences do not have to be experienced first-hand to be instruments. Hearing about other salespeople's experiences can arm the individual with prior knowledge that they can use when faced with their own decisions (Shane, 2000). Therefore, mentorships among experienced salespeople and the novice salespeople of the company can be very beneficial if the "best practices" of the experienced salesforce is shared.

Of the resources included in the quantitative study (supervisor support, customer orientation, and training), supervisor support has the greatest impact on both engagement, and burnout. Therefore supervisor support is a good resource for keeping the salespeople on target with the desires of the company. Customer orientation also had a significant impact on engagement. However, the relationship between customer orientation and burnout indicates that those high on customer orientation are more inclined to experience burnout. Therefore, salespeople high on customer orientation may need additional support to help minimize burnout. Finally, training only had an impact on customer

engagement. Based on the qualitative responses, training seems to be most helpful when managers are available to provide information and guidance to the salespeople which they feel is the most valuable resource of all.

5.3 Limitations and Future Research

This study, like all research, has a number of limitations. First, the quantitative portion of this study is cross sectional rather than a longitudinal. Those individuals reporting burnout may be experiencing a temporary situation of frustration with their job. Second, the AVE measure on the HO burnout construct is lower than preferred. Therefore, the results contain a higher level of error than desired. Third, the model is very complex and difficult to interpret when run all at once. Finally, an assessment to determine if differences exist between the various types of industries used in the study was not conducted.

Areas of interest for future research based on this study include the use of alternative resources as potential moderators. As indicated in the qualitative interviews, the greatest resource to the salespeople for reducing stress is timely information provided by their organization. Therefore, an assessment of both information and the methods or technology used for communication is recommended. Additionally, a measure assessing the extent to which the salesperson identifies with their company may be valuable. Finally, the resource of prior experience, more so than just number of years in sales, was often mentioned as a stress reducer. Therefore, as an individual resource, prior experience would be another potential moderator between autonomy and burnout or engagement.

Since the levels of autonomy varied, and several of the salespeople were not responsible for making some of the most adverse decisions, a similar study using the credit managers of the organization may be appropriate. The credit department was often described as filtering the selection of accounts, and lack of payment was given as one of the reasons for accounts to be terminated. Perhaps this alternative boundary spanning position is a more appropriate group to examine the relationship, and signs of the deleterious effect of job autonomy should be more easily identifiable.

This study used HO measures for autonomy, burnout, and engagement. Future research should look at the impact of each individual facet of autonomy as it relates to the individual facets of burnout and the individuals facets of engagement. Perhaps additional insight can be gained from a detailed look at each facet rather than a global perspective.

In an effort to overcome some of the limitations of this research, comparing products versus services industries or concentration on a few industries may be fruitful. Additionally, conducting a longitudinal study would provide a vast amount of meaningful data. Finally, having access to supervisor performance data on the sample participants may provide significant insight.

5.4 Concluding Remarks

Overall the study's results reveal that salespeople feel that being empowered to perform their job is beneficial and has a significant positive relationship with engagement and a negative relationship with burnout even when tasked with making adverse decisions that impact their customers. The qualitative interviews did indicate that salespeople do feel stress when faced with making adverse decisions on behalf of the

company. However, the study also revealed that salespeople feel that the most influential resource in reducing stress is information from the company that can be used to justify the adverse decisions being made. Since that construct was not a part of the quantitative portion of the survey, that finding could not be statistically supported. While this study did not find a positive relationship between autonomy and burnout, additional insight was gained about salespeople when faced with decisions that have adverse consequences on the customers they are responsible for satisfying.

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APPENDIX

Instructions:

Thank you for agreeing to participate in this project. I greatly appreciate your help!

As part of this study you will be presented with a series of questions. Please think about your current sales job when answering these questions.

There are no right or wrong answers to any of the questions. Please answer the questions thoughtfully and honestly; the value of this research depends on you doing so. It is very important that you answer every question. All responses are anonymous.

To participate in the study you must be 18+ years of age. Completing the study will take about 15 to 20 minutes. There is no risk to you by participating in this survey. Although there will be no direct benefits due to taking part in this study, the intention of the study is to provide insight to the researcher regarding management of B2B salespeople.

If you have any questions you can contact me, Lucy Matthews,
at mmatth40@students.kennesaw.edu.

Your participation in the study is voluntary. Your answers will not be tied to you in any way. Internet protocol addresses will not be collected by the researcher. Responses will be reported only by grouping answers. You can stop answering questions at any time without penalty. By completing this survey, you are agreeing to participate in this research project. Please mark the circle below to indicate you give your consent to using the information provided for this research.

THIS PAGE MAY BE PRINTED AND KEPT BY EACH PARTICIPANT

Research at Kennesaw State University that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to the Institutional Review Board, Kennesaw State University, 1000 Chastain Road, #0112, Kennesaw, GA 30144-5591, (678) 797-2268.

Independent Variables

Customer Selection

Adapted from Reinartz et al. (2004), Spreitzer (1995), and Karatepe et al. (2007).
Thinking about your current sales job, to what extent do you agree or disagree with the following statements: SD=1, SA=7

-I have significant autonomy in determining which customer prospects to pursue.
-I can choose not to pursue a prospective customer.
-I can decide on my own whether or not to pursue a prospective customer.
-I have control over which prospects I pursue.
-I am empowered to determine which customers to pursue or not pursue.

Customer Prioritization

Adapted from Homburg et al. (2008), Spreitzer (1995), and Karatepe et al. (2007).
Thinking about your current sales job, to what extent do you agree or disagree with the following statements: SD=1, SA=7

-I have control over which of my customers are designated as most important by my firm.
-I have control over which of my customers are designated as least important by my firm.
-I have significant autonomy in determining which of my customers should receive preferential treatment from the firm.
-I can decide on my own whether or not one of my customers should receive a high priority status.
-I am empowered to lower my customers' priority status within the firm.

Customer Solutions

Adapted from Sullivan et al. (2012), Spreitzer (1995), and Karatepe et al. (2007).
Thinking about your current sales job, to what extent do you agree or disagree with the following statements: SD=1, SA=7

-I have significant autonomy in designing solutions for my customers' problems.
-I can decide on my own not to customize a product for one of my customers.
-I can choose to offer my customers product and service bundles specifically designed to meet their needs.
-I can choose to develop customized solutions for my customers.
-I am empowered to select the specific products and services I offer my customers.

Customer Termination

Adapted from Ritter and Geersbro (2011), Spreitzer (1995), and Karatepe et al. (2007).
Thinking about your current sales job, to what extent do you agree or disagree with the following statements: SD=1, SA=7

-I have significant autonomy in determining which customer relationships to end.
-I can choose not to end a relationship with a particular customer.
-I can decide on my own whether or not I should terminate the relationship with one of my customers.
-I have control over which of my customer relationships to continue.
-I am empowered to end relationships with my customers.

Intervening Variables

Hindrance

Adapted from Cavanaugh et al. (2000), LePine, LePine, and Jackson (2004), and Rodell and Judge (2009)

The following are activities that salespeople commonly perform. In your experience, to what extent does being responsible for each of these activities interfere with a salesperson's job performance? (0=Does Not Interfere and 10=Interferes Very Much)

-Selecting which potential customers to pursue.
-Prioritizing customers based on their importance to the firm.
-Tailoring products and services to meet individual customers' needs.
-Ending relationships with customers deemed unattractive by the firm.

Challenge

Adapted from Cavanaugh et al. (2000), LePine et al. (2004), and Rodell and Judge (2009)

The following are activities that salespeople commonly perform. In your experience, to what extent does being responsible for each of these activities make a salesperson's job more rewarding? (0=Less Rewarding and 10=More Rewarding)

-Selecting which potential customers to pursue.
-Prioritizing customers based on their importance to the firm.
-Tailoring products and services to meet individual customers' needs.
-Ending relationships with customers deemed unattractive by the firm.

Skill Discrepancy (Rafferty et al., 2001)

Thinking about your current sales job, to what extent do you agree or disagree with the following statements: (SD=0, SA=10)

-My job requires that I learn new things.
-My job requires me to be creative.
-My job requires a high level of skill.
-I get to do a variety of different things on my job.

Moderators

Customer Orientation

Adapted from Grant (2008).

Indicate the extent to which you agree or disagree with the following statements regarding why you are motivated to do your work. (SD=1, SA=7)

I am motivated to do the work I do because . . .

. . . I care about benefiting customers through my work.
. . . I want to help customers through my work.
. . . I want to have a positive impact on customers.
. . . it is important to me to do good for customers through my work.

Indicate the extent to which you agree or disagree with the following statements (SD=1, SA=7) (Kennedy et al., 2002)

I believe that…

… I must understand the needs of my company's customers.
… It is critical to provide value to my company's customers.
… I am primarily interested in satisfying my company's customers.
… I must understand who buys my company's products/services.
… I can perform my job better if I understand the needs of my company's customers.
… Understanding my company's customers will help me do my job better.

Supervisor Support (Anaza & Rutherford, 2012; Johnson & DeConinck, 2009)

Indicate the extent to which you agree or disagree that each of the following statements accurately describes how you perceive your immediate supervisor. (SD=1, SA=7)

-My supervisor cares about my well-being.
-My supervisor strongly considers my goals and values.
-My supervisor shows a lot of concern for me.
-My supervisor is willing to help me if I need help.
-My supervisor cares about my opinions.

Training

Adapted from M. P. Leach et al. (2005).

During the time that I have been with my current employer, I have received training that focused on how to effectively . . . (SD=1, SA=7)

-…end relationships with customers.
-…select customers to pursue.
-…tailor products and services to meet customer needs.
-…prioritize customers based on their potential profitability.
-…manage customer relationships.

Mediators

Burnout (Maslach & Jackson, 1981)
Slide the marker to the answer choice that best describes how you typically feel about your current job. (Never =0, Always =10)
-22 MBI copyrighted scale – with copyright permissions.

Engagement (Rich et al., 2010)
Slide the marker to the answer choice that best describes how you typically feel about your current job. (SD= 0/SA=10)
-I am enthusiastic in my job.
-I feel energetic at my job.
-I am excited about my job.
-I feel positive about my job.
-I am interested in my job.

Slide the marker to the answer choice that best describes how you typically behave in your current job. (SD= 0/SA=10)
-I devote a lot of energy to my job.
-I try my hardest to perform well on my job.
-I strive as hard as I can to complete my job.
-I exert my full effort to my job.
-I exert a lot of energy on my job.

Slide the marker to the answer choice that best describes how you typically behave in your current job. (SD= 0/SA=10)
-At work, my mind is focused on my job.
-At work, I focus a great deal of my attention on my job.
-At work, I am absorbed by my job.
-At work, I pay a lot of attention to my job.
-At work, I devote a lot of attention to my job.

Dependent Variables

Job Satisfaction
Please slide the marker to indicate your level of agreement regarding the following statements about your current job. (SD=0/SA=100)
(Netemeyer et al., 2010)
-All in all, I am satisfied with my present job.
-All things considered (i.e., pay, promotion, supervisors, co-workers, benefits, etc.), I am satisfied with my present job.
-Generally speaking, I am very satisfied with my present job.
(Brashear et al., 2003) and (Brown & Peterson, 1993)
-This job is worse than most. (R)
-My job is very worthwhile.
-My job is better than most.
-I sometimes feel this job is a waste of time. (R)

Job Performance (outcome performance).
Adapted from Sujan et al. (1994)
Slide the marker to indicate: Compared to other salespeople at your firm, how does your performance rate along the following dimensions (Much Worse=0, Much Better=100)
-Level of dollar sales generated.
-Achievement of sales targets.
-Contribution to the company's market share.
-Overall sales performance.
-Revenue generated from customers.

Turnover Intentions (Rutherford, Park, et al., 2011)
Slide the marker to indicate your level of agreement with the following statements: (SD=0/SA=100)
-I often think about quitting my present job.
-I intend to quit my job in the next 12 months.
-During the next 12 months I intend to search for another job.
-I am constantly searching for a new job.
-I often think about finding an alternative line of work (an activity other than my present line of work).

SIGNED CONSENT FORM (Interview)

Title of Research Study: Sales Job Survey

Researcher's Contact Information: Lucy Matthews, mmatth40@students.kennesaw.edu

You are being invited to take part in a research study conducted by Lucy Matthews of Kennesaw State University. Before you decide to participate in this study, you should read this form and ask questions about anything that you do not understand. The purpose of the study is to gain an understanding of the levels of decision making at the various stages of the customer lifecycle in a business-to-business (B2B) setting. You will be asked a series of questions related to your job in B2B sales.

To participate in the study you must be 18+ years of age. This process is expected to take approximately one hour. There are no known risks or discomforts associated with this study. Although there will be no direct benefits due to taking part in this study, the intention of the study is to provide insight to the researcher regarding the impact of autonomy on B2B salespeople.

The results of this participation will be kept confidential. The researcher will assign a response ID to each participants and the real identity will only be seen by the researcher to ensure confidentiality. In addition, the information will be maintained in a password protected computer.

Signed Consent

I agree and give my consent to participate in this research project. I understand that participation is voluntary and that I may withdraw my consent at any time without penalty.

_____

Signature of Participant or Authorized Representative, Date

_____

Signature of Investigator, Date

PLEASE SIGN BOTH COPIES OF THIS FORM, KEEP ONE AND RETURN THE OTHER TO THE INVESTIGATOR

Research at Kennesaw State University that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to the Institutional Review Board, Kennesaw State University, 1000 Chastain Road, #0112, Kennesaw, GA 30144-5591, (678) 797-2268.

Initial Interview Questions

1. **Do you have the authority to select customers? Priorities customers? Create solutions for customers? Fire customers? Does having the authority or lacking the authority to make these types of decisions get in the way of doing your job; is it a source of stress for you (and under what conditions)? Why or why not?** (Unexpected Finding: Autonomy does not have a positive relationship with burnout – not considered high hindrance).

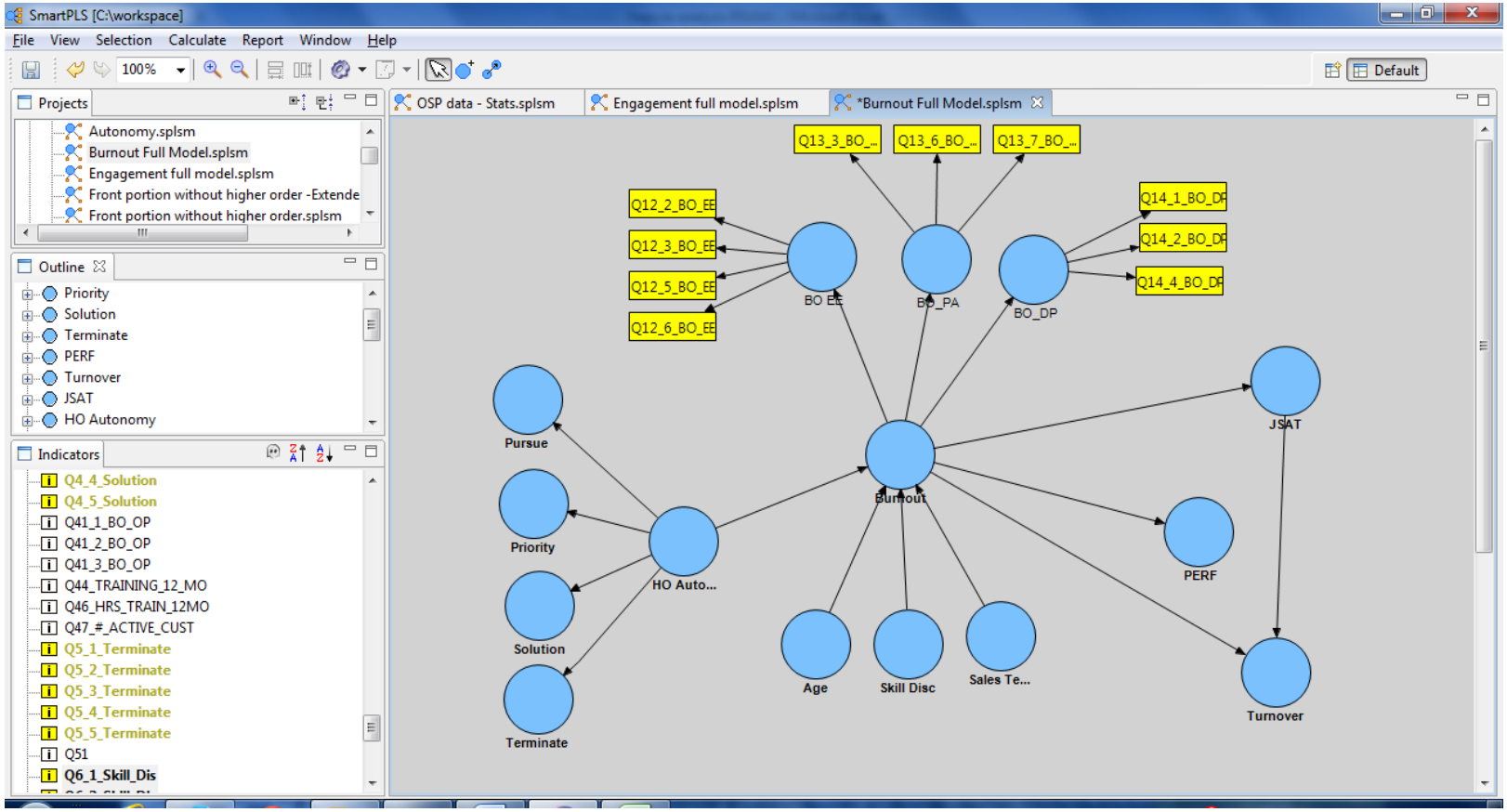
2. **(If they have authority) What elements of your job enhance or limit your ability to act on this authority…(based on answers then probe further and raise the particular moderators - customer orientation, supervisor support, training - included in the study** (Unexpected Finding: Customer Orientation, Supervisor Support and Training does not moderate the relationship between Autonomy and Engagement, or the relationship between Autonomy and Burnout).

3. **Based on your experience, if someone is emotionally exhausted, distance themselves from their customers, and lack in personal achievement, does that behavior affect their job performance? Can you envision a situation in which that type of burnout behavior does not impact the performance of someone who performs a job like yours?** (Unexpected Finding: Burnout does not have a *significant* negative relationship with job performance).

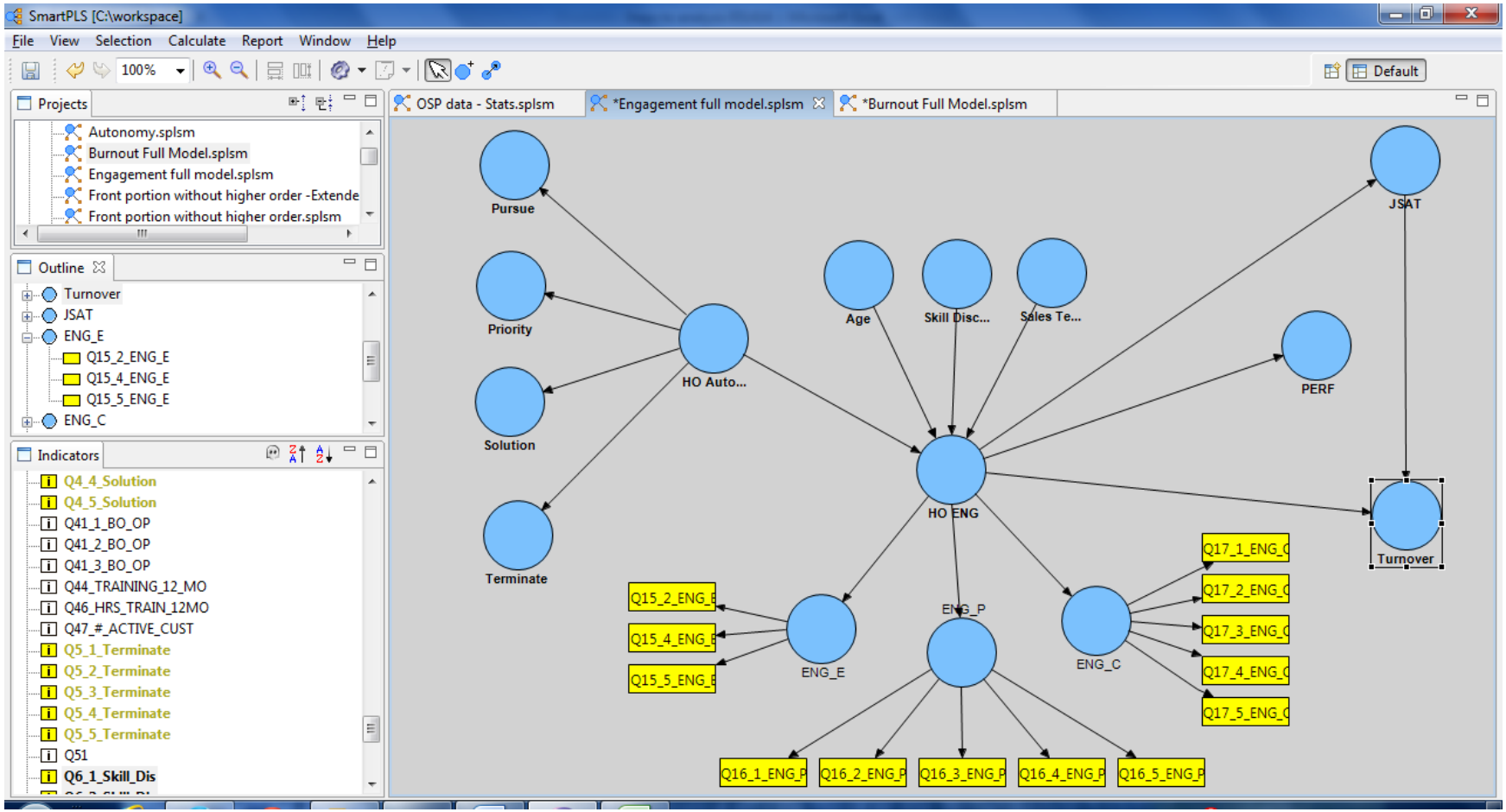
4. **Based on your experience, why would someone who is 100% invested in a job like yours, going full speed ahead, giving a consistent effort every day, highly engaged seek a new position elsewhere?** (Unexpected Finding: Engagement has a positive relationship with turnover intentions rather than negative relationship).

Model in SmartPLS with Control Variables

Burnout Path



Engagement Path



Front Portion of the Model – without Outcome Variables