



## **The Impact of Psychology-Based Sales Training On the Performance of Retail Sales Professionals in Organizations Based in Kerala**

**Shyju Marar**

Research Scholar, Dr. K.N. Modi University, Newai, Rajasthan.

**Dr. Poonam Keshwani**

Associate Professor, Department of Education, Dr. K. N. Modi University, Newai, Rajasthan.

**Dr. Meenu Gangal**

Associate Professor, Department of Education, Dr. K. N. Modi University, Newai, Rajasthan.

**DOI : <https://doi.org/10.5281/zenodo.20126245>**

### **ARTICLE DETAILS**

**Research Paper**

**Accepted:** 24-04-2026

**Published:** 10-05-2026

**Keywords:**

*Psychology-Based Sales Training, Neuro-Selling, Emotional Selling, Hypnotic Selling, Retail Sales Performance, Kerala Retail Sector, Synergistic Selling, Emotional Intelligence, Sales Conversion, Customer Satisfaction*

### **ABSTRACT**

The retail industry in Kerala, India, is under pressure like never before, and thus the sales personnel would have to learn new psychological skills that overcome the training focused on the product alone. The current research is concerned with the total psychological realization of sales training that includes synergistic selling, emotional selling, neuro-selling, relationship selling, professional selling, and hypnotic selling which along with others will make a major impact on the performance of retail sales professionals in Kerala-based organizations. A quasi-experimental design with a mixed-methods approach was used to examine 500 retail sales professionals from four sectors (home appliances 35%, FMCG 30%, fashion stores 25%, and furniture retail 10%), where 400 participants were trained in psychology and 100 in traditional methods over a 4-week intensive program. Data collection lasted 8 months, and SPSS, NVivo, Tableau, and MAXQDA were employed for analysis. Performance measures were made up of sales volume, conversion rates, customer retention, and satisfaction scores, as well as qualitative data from semi-structured interviews, focus groups, training videos, participant testimonies, and one-on-one reports. The

findings indicated that the experimental group performed significantly better: sales performance went up by 42.7% ( $t(498)=18.34$ ,  $p<0.001$ ), conversion rates saw a 38.5% increase, customer satisfaction scores improved by 31.2%, and stress levels were down by 28.4%. The results proved the psychology-based training was the best among all seven hypotheses that were tested, with the improved performance still being present at the 3-month follow-up. Thus, this research gives strong empirical backing that the use of the combined techniques of neuro-selling, emotional intelligence, and hypnotic selling in sales training reinforce retail sales professional performance significantly more than the traditional methods.

---

## I. INTRODUCTION

### A. Background and Research Context

The retail sector of Kerala, India, has seen great changes, for example, the selling by hand has been completely replaced by multi-channel where very skilled sales force is needed [1]. The exceptionally high literacy rate of Kerala state, which is 94% and is the highest in India, and its relatively well-educated and affluent population are posing peculiar difficulties and at the same time opportunities for the retailers [2]. Different economic activities of the state namely, agriculture, fisheries, IT, tourism, and organized retail, demand a sales team that is not just broad-minded and tough mentally but also very capable of handling all sorts of customers [3].

The pandemic has changed the business environment in such a way that the retail market of Kerala is now more competitive than ever before with the rise of domestic organized retail and international online shopping. Salespeople are now perceived as the ones who cleverly build relationships and therefore, having empathy for very sophisticated consumers with understanding of the psychological triggers, emotional needs, and cognitive decision-making patterns is becoming one of the main skills [4]. Moreover, as the customers become more and more sophisticated, the less the traditional sales training which mostly consists of product knowledge, basic communication techniques, and role-plays will be able to help in winning over the subtle psychological factors of the buyers that determine purchasing in Kerala's educated and sophisticated consumer market [5].

### B. The Emergence of Psychology-Based Sales Training



Sales training based on psychology represents a fundamental change from orthodox practices, letting up-to-date psychological theories guide the sales teaching. This all-inclusive technique has with it six different but supportive psychological selling methods that were deliberately scrutinized in this research:

- Synergistic Selling utilizes collaborative dynamics in which the sales representative and the buyer together create value through comprehension and set goals, thereby achieving results that are better than the ones created by traditional transaction methods [6].
- Emotional Selling applies the principles of emotional intelligence to identify, comprehend, and suitably react to the emotional states, needs, and wants of the customers, thus facilitating greater engagement and trust [7].
- Neuro-Selling utilizes the neuroscience findings on brain activities, cognitive processing, and decision-making to sales techniques, including timing, persuasion strategies that are in harmony with the brain patterns [8].
- Relationship Selling prioritizes the building of a long-term customer-business relationship over the immediate transaction, putting the emphasis on trust, consistent value delivery, and customer lifetime value maximization [9].
- Professional Selling combines the use of consultative methods, ethical practices, the pursuit of knowledge, and high professional standards that help salespeople being perceived as trusted consultants [10].
- Hypnotic Selling uses ethical influence methods such as storytelling, pattern interruption, embedded commands, and linguistic patterns that attract the subconscious mind to ease the decision-making process [11].

In a recent study conducted by Devi et al. (2023), it was revealed that emotional intelligence has a major effect on the sales performance and, thus, the salespeople who were characterized by 77.5% adaptation capability and 88.75% challenge navigation e

### **C. Kerala's Retail Ecosystem: A Unique Research Context**

Due to a number of unique features, Kerala's retail sector is an excellent research context for assessing the impact of psychological sales training. To begin with, the state's incredibly literate population (94%) has the power to become a consumer target that is very well-informed, connected through digital means, and able to perform large-scale pre-purchase research [2]. In this scenario, the salespeople must be professionals who are able to engage in a meaningful dialogue, solve complex issues, and prove their knowledge through the selling process. Next, religion and other factors strongly determine the cultural



values in Kerala so that relationships, openness, and businessmen's morality are the factors that attract people to Emotional selling and Relationship selling in particular [3]. Lastly, the state's economy is quite varied, thus still capturing the four major retail sectors already mentioned: home appliances (35% of sample), FMCG (30%), fashion retail (25%), and furniture (10%)—each with unique relationships between customer engagement and purchasing decision dynamics.

#### **D. Research Gap and Study Objectives**

The effectiveness of sales training literature is sufficiently extensive, yet one big hole still remains that is ahistorical and systematic evaluation of psychology-based sales training that includes neuro-selling, hypnotic selling and synergistic selling techniques in Indian retail conditions [12]. Oh and Johnston (2023) were the first to point out the need for new and different metrics for sales-training-effectiveness, while the research of Fisher et al. (2021) showed that immersing online training through modules increases sales rates by 1.8% per module, but that has no psychological components [13][14].

The current research deals with these gaps by aiming at seven main research objectives: (1) appraise the retail professionals' sales performance baseline in the organizations situated in Kerala, (2) impart a thoroughgoing psychology-based sales training that consists of six psychological techniques in the selling area, (3) draw comparisons among the performance of the psychology-based and the traditional training, (4) study the impact on several performance dimensions like sales volume and customer satisfaction, (5) explore the psychological mediating factors including emoti

#### **E. Research Hypotheses**

One of the main reasons behind the establishment of the hypotheses was literature review and theoretical basis. Therefore, this experiment aims to test below seven hypotheses:

- H1: Psychologically based sales training has a substantial positive effect on retail sales professionals in Kerala's overall sales performance (sales volume, revenue generation).
- H2: The customer satisfaction scores of retail sales professionals receiving psychology-based sales training are significantly higher than those of their counterparts receiving traditional training.
- H3: The first inquiry is that the trained professionals will feel more motivated and satisfied with their jobs.
- H4: The experts in retail sales who get training in behavioral techniques will present their ideas in a much better way.



- H5: The application of psychology in the training process yields a considerable increase in the sales conversion rates.
- H6: The stress levels and the psychological resilience are significantly affected in the positive direction by participating in psychology-based sales training.
- H7: sales professionals receiving psychology-based training will be showing more and better long-term career development indicators.

## II. LITERATURE REVIEW

### A. Sales Training in Retail Contexts

The development of human resources through retail sales training has been considered an indispensable factor to gain competitive edge in the market by the retailers [15]. The very traditional practices revolve around like acquiring product knowledge, demonstrating techniques and developing closing skills [16]. At the same time, Tan and Newman (2013) went so far as to criticize sales force training methodologically along with Kirkpatrick's Four-Level Model. They discovered that most retailers did not even conduct the full range of evaluations on the training's impact despite spending heavily [5]. They grounded their belief on the survey of more than 150 retail firms and concluded that there exists a systematic underrating of higher-level evaluation methods, wherein participant satisfaction was found to be the dominant concern but proved to be a very poor predictor of actual performance gain.

To the contrary, the latest studies suggest that better sales training is not merely an option but an economic compulsion. Oh and Johnston (2023) proposed new evaluation metrics to measure the sales training effectiveness, acknowledging that the current ones are often difficult to quantify and the data is not easily available [13]. Their strategic modeling showed that making the metrics more user-friendly is the major factor affecting how companies evaluate their intervention strategies. A similar situation was found in the research on retail training effectiveness, which indicated that organizations with very effective training programs have a 33.8% lower turnover rate of undesired employees, whereas the figure is 45.5% for companies with less effective training [17].

### B. Emotional Intelligence in Sales Performance

Over the years, emotional intelligence (EI), which includes self-awareness, self-regulation, motivation, empathy, and social skills, has gradually established itself as one of the most significant predictors of success in sales [18]. As per the conclusions of a recent study conducted by Devi et al. (2023) a high-EI salesperson would be good at maintaining customer relations, and communicating ideas in a simple way



and also be able to adapt and hold on to changes [1]. The researchers, who conducted the study quantitatively, evaluated 80 retail executives and uncovered a strong relationship between EI and sales performance with decision-making being pointed out as the most critical mediating factor.

In a different study, Alshurideh et al. (2023) investigated the role of emotional intelligence in the sales sector, specifically the automobile industry, and found that EI had a major say in order fulfillment and customer satisfaction [19]. Additionally, the researchers argued that emotional intelligence together with customer orientation leads to more positive customer views and higher service evaluation. According to Ghorbanimehr (2024), salespeople's emotional intelligence has an influence on their behavior in sales domains and this indirectly promotes perceived quality of service from the customers' view [20].

### **C. Neuro-Selling and Neuroscience Applications**

Neuro-selling has taken the lead of sales training by introducing scientific knowledge about the human brain such as decision-making processes, cognitive biases and emotional triggers, to the sales world thus optimizing persuasion effectiveness [8]. An experiment conducted by Russo et al. (2023) integrated the latest consumer neuroscience methods like EEG and eye-tracking to research the emotional factors that influenced decision making in response to infomercials [8]. They drew the conclusion from a study of 40 subjects that seller traits like performance and trustworthiness, plus neurophysiological factors such as approach-withdrawal index and willingness to pay, greatly influence the actions taken and the intention to buy.

Research has revealed that, in a subconscious way, about 95% of buying choices are made and that this is done by emotions and intuitions rather than logical reasoning [21]. Knowledge of the brain patterns can help the sales people organize their presentations in a way that they coincide with the natural attention spans, employ storytelling techniques that stimulate the mirror neurons, and present options in a way that makes use of cognitive biases like anchoring and loss aversion. The neon marketing global market, which was worth about USD 1.44 billion in 2023, is expected to grow up to USD 3.11 billion by 2032, which demonstrates that the commercial application of neuroscience is being acknowledged and accepted more and more [22].

### **D. Training Effectiveness and Evaluation**

Kirkpatrick's Four-Level Training Evaluation Model is the prevailing framework for training effectiveness assessment: (1) Reaction (satisfaction of participants), (2) Learning (acquisition of knowledge/skills), (3) Behavior (applying knowledge/skills on the job), and (4) Results (impact on



business) [5]. Researchers substantiate that the majority of firms evaluate only Levels 1 and 2, and less than a quarter of the organizations assess behavioral change and business results—these are the levels that are most critical for illustrating training ROI.

Observation-based research and data gathering have consistently shown that among companies that provided top sales training, the lowest annual sales staff turnover was 11.9% while on the other hand, the companies with ineffective training programs had a turnover rate which was quite high at 19.5% [23]. The companies that were highly trained had more than 4.9 times the chance to express their strong agreement that their onboarding is effective, in the sense of getting salespeople to productivity quickly, and they indicated a win rate of 58% against 47% for organizations with less effective training [24]. These results once again substantiate the theory that sales training or programs that are effective have a direct influence on revenue, customer retention, and even marketing positioning, all of which are measurable business outcomes.

### **III. RESEARCH METHODOLOGY**

#### **A. Research Design**

Essentially, the initial research employed a quasi-experimental design and a mixed-methods approach to gather data in the form of qualitative insights from participant experiences combined with quantitative performance metrics and statistical analysis [25]. The quasi-experimental approach required to impose strict controls, conduct pre-post comparisons, and have long follow-up periods to guarantee that the conclusion about the training effectiveness being causal was really a conclusion of that nature.

#### **Design Specifications:**

The research design is mixed-methods which implies that both quantitative and qualitative insights are merged using a convergent design hence making it easier to interpret the statistical results and the lived experiences together.

Stratified purposive sampling is utilized in the recruitment of participants while keeping a distance from the representation of different retail subsectors. The sales training intervention contrasts two methodologies, one being psychological principles-based (experimental group) and the other being traditional training practices (control group).

In this study, several software programs are employed to analyze the data



- Statistical tests are conducted using SPSS 28.0,
- Qualitative coding and thematic analysis are carried out through NVivo 14.0 and MAXQDA 2022,
- Data visualization and integration are done using Tableau 2023.1.

## B. Participants and Sampling

In the research study, a sum of 500 retail sales professionals was involved who were directly contacted through the organization and gathered from Kerala's urban and semi-urban retail centers like Kochi, Thiruvananthapuram, Kozhikode, Thrissur, Kannur, and Kollam. The participants were then divided into two groups: the experimental group (n=400) and the control group (n=100), at a ratio of 4:1, thus, allowing the maximum number of people to receive the potentially beneficial training based on psychology while at the same time keeping the control group large enough for statistical comparisons.

Inclusion criteria: Working full-time as a retail sales professional, having a minimum tenure of 6 months, being the main person responsible for customer-facing sales, being aged between 21 and 55 years, being fluent in both Malayalam and English, getting the employer's approval, and being ready to undergo the 4-week training program plus follow-up assessments.

### Sample Distribution by Retail Sector:

- **Home Appliances:** 175 participants (35%) - Experimental: 140, Control: 35
- **FMCG:** 150 participants (30%) - Experimental: 120, Control: 30
- **Fashion:** 125 participants (25%) - Experimental: 100, Control: 25
- **Furniture:** 50 participants (10%) - Experimental: 40, Control: 10

**Demographic Characteristics:** Mean age = 31.4 years (SD=7.2), Gender distribution: Male 64% (n=320), Female 36% (n=180), Educational qualification: High school 22%, Bachelor's degree 58%, Master's degree 18%, Professional certifications 2%. Mean tenure in retail sales = 3.6 years (SD=2.8). Statistical tests confirmed no significant baseline differences between experimental and control groups on demographic variables or performance metrics (all  $p > 0.05$ ).

## C. Training Interventions

### 1. Psychology-Based Sales Training (Experimental Group)



The psychology-based training program was designed collaboratively by the research team in consultation with organizational psychologists and retail training experts, integrating six psychological selling approaches into a comprehensive 4-week intensive curriculum:

**Program Structure:**

- Duration: 4 weeks
- Session Frequency: Twice weekly (8 sessions total)
- Session Length: 3 hours per session
- Total Contact Hours: 24 hours
- Additional Self-Directed Learning: 8 hours
- Total Program Hours: 32 hours

**Module 1: Foundations of Psychological Selling (Week 1)** The program addressed the psychological aspects and their influence on selling from the basis of consumer psychology and decision-making processes to the six psychological selling approaches (synergistic, emotional, neuro-selling, relationship, professional, and hypnotic selling). An evaluation of one's own selling practices, ethical principles for psychological influence, and the customer profile in Kerala. The training methods used included interactive lectures, video case studies, self-assessment tools, and group discussions.

**Module 2: Emotional Intelligence and Emotional Selling (Week 2)** Empathy, emotional understanding, and regulation skills were developed according to Goleman's model; techniques for recognizing and responding to customer emotions, emotional mirroring, and rapport-building; controlling one's personal emotional reactions; turning around the customer's feelings; and telling the story emotionally. The training methods applied were emotional intelligence assessments, role-playing customer interactions, video analysis, real-time feedback exercises, and partner practice with peer coaching.

**Module 3: Neuro-Selling and Cognitive Psychology (Week 2-3)** The anatomy of the brain and the brain regions involved in decision-making (limbic system, prefrontal cortex), the cognitive biases that affect buying decisions (anchoring, loss aversion, social proof, and scarcity), the management of attention and sequencing of information, the use of techniques to engage multiple senses, the structure of storytelling and the transportation of the audience, the language of hypnosis (embedded commands, presuppositions, metaphors), and the timing of sales associated with mental processing were all dealt with. The training methods included interactive demonstrations of cognitive biases, practical exercises in the design of sales presentations, analysis of marketing materials, and practice sessions with hypnotic language patterns.



Module 4: Relationship Selling and Synergistic Selling (Week 3-4) Methodology of consultative selling, active listening, and powerful questioning strategies, co-creation, and collaborative problem-solving, trust-building behaviors, customer lifetime value thinking, follow-up systems, and handling objections through understanding root concerns, and professional selling standards were all part of the training. The training methods consisted of various role-play scenarios, consultative selling simulations, mapping relationships, case studies, and peer coaching.

Training Delivery Team: Programs carried out by certified trainers that include a PhD in Industrial-Organizational Psychology who has been a lead trainer in sales training for 15 years, a retail operations specialist with psychology certifications and 10 years experience in the field, and a certified NLP practitioner with 12 years experience. The sizes of the training cohorts were from 25 to 35 participants to facilitate interactive learning.

## **2. Traditional Sales Training (Control Group)**

The control group underwent the same lengthy (32 hours over 4 weeks) training as the experimental group but in the traditional way. The control group was trained in a total of eight areas: complete product knowledge (features, specifications, and benefits), the standard sales process (AIDA model), opening customer approaches and greeting, product demonstrations, handling objections through scripted responses, closing techniques, company policies and procedures, and documentation processes. Different methods such as lectures, product demos, memorization of feature-benefit statements, and scripted role-plays were used.

### **D. Data Collection Procedures**

Data collection occurred across four time points over 8 months:

**Time Point 1 (Month 1): Pre-Training Baseline Assessment** The demographic surveys, baseline psychological assessments (emotional intelligence, stress levels, and job satisfaction), supervisor assessments of communication skills ratings, organizational records-based collection of previous 3-month performance metrics (sales volume, conversion rates, and customer satisfaction scores), and semi-structured baseline interviews with 60 randomly selected participants were conducted in this month.

**Time Point 2 (Months 2-3): Training Period** The training program's implementation, taking of training session videos, and training participant feedback surveys (mid-training and end-of-training) are among



the sources of data for the evaluation of the training program together with trainer observational notes and collection of participant testimonies and feedback.

**Time Point 3 (Month 4): Immediate Post-Training Assessment** Psychological assessments, the same instruments as baseline, post-training communication skills ratings, collection of Month 4 performance metrics, post-training interviews with the same 60 participants, customer satisfaction surveys, and video recording of actual sales interactions (with customer consent) are the methods of data collection in this month.

**Time Point 4 (Months 5-7): Three-Month Follow-Up Assessment** The follow-up psychological assessments (3 months post-training), follow-up communication skills ratings, collection of Months 5-7 performance metrics, follow-up focus group discussions (6 groups), organizational stakeholder interviews, and additional video documentation of sales interactions are conducted during this period.

## E. Measurement Instruments and Variables

### Quantitative Performance Metrics

**Sales Volume:** Total revenue generated by each participant, normalized by calculating percentage change:

$$\text{Sales Change} = \frac{(\text{Post-Training Sales} - \text{Baseline Sales})}{\text{Baseline Sales}} \times 100 \quad (1)$$

**Conversion Rate:** Percentage of customer interactions resulting in completed sales:

$$\text{Conversion Rate} = \frac{\text{Number of Sales}}{\text{Number of Customer Interactions}} \times 100 \quad (2)$$

**Customer Satisfaction Score (CSAT):** Post-purchase surveys using five-point Likert scale:

$$\text{CSAT} = \frac{\text{Number of Satisfied Customers (Rating 4-5)}}{\text{Total Respondents}} \times 100 \quad (3)$$

**Net Promoter Score (NPS):** Single-item measure (0-10 scale):

$$\text{NPS} = \% \text{Promoters (9-10)} - \% \text{Detractors (0-6)} \quad (4)$$

### Psychological Assessment Instruments



The Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF) was employed to measure Emotional Intelligence. This questionnaire consists of 30 items and it covers four main domains: well-being, self-control, emotionality, and sociability. The scale showed that it is a reliable instrument ( $\alpha = 0.89$ ) and valid in the Indian context.

Job Satisfaction was assessed using the Job Satisfaction Survey (JSS), a 36-item scale which measures job satisfaction through nine dimensions of the workplace: pay, promotion opportunities, supervision, benefits, rewards, organizational procedures, coworker relations, nature of the work itself, and communication. The instrument has a very high reliability ( $\alpha = 0.91$ ).

The Occupational Stress Index (OSI) was the tool used for the assessment of Occupational Stress. This straightforward and friendly 46-item questionnaire measures stress through twelve criteria such as role overload, role ambiguity, role conflict, and peer relations. The OD has excellent psychometric properties ( $\alpha = 0.90$ ) and is recognized in Indian work situations as well.

Communication Skills were assessed using a 15-item scale teacher-rated. This tool qualifies the skills needed the most in a workplace, like active listening, clarity in verbal expression, empathy, persuasive communication, and objection handling. Decent dependability- ( $\alpha = 0.87$ ).

## **F. Data Analysis Procedures**

### **Quantitative Analysis**

The numerical assessment was performed using SPSS Statistics 28.0 and Tableau 2023.1; it was a gradual process that lasted over time:

First of all, we calculated descriptive statistics for each variable at all time points to provide a very simple and clear view of the data. Then, we demonstrated the reliability of our measures through Cronbach's alpha. Subsequently, we tested the distribution of the data by conducting the Shapiro-Wilk test for normality and Levene's test for homogeneity of variance to see if parametric statistics could be applied.

In the final step, we tested the groups for baseline equivalence in order to assure their comparability before the next analysis.

### **Primary Statistical Tests:**

*Paired-Samples t-Tests:* Comparing within-group changes from baseline to post-training and follow-up:



$$t = \frac{\bar{d}}{s_d/\sqrt{n}} \quad (5)$$

where  $\bar{d}$  = mean difference,  $s_d$  = average deviation of differences, and  $n$  = sample size.

*Independent-Samples t-Tests:* Comparing between-group differences on change scores:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{s_p^2(1/n_1 + 1/n_2)}} \quad (6)$$

To analyze the effectiveness of training in different retail sectors, we first performed an ANOVA and then used Tukey's HSD tests to determine which sectors actually differed when differences were observed.

Moreover, we constructed hierarchical multiple regression models to identify predictors of training outcomes. By using these models, we were able to gradually reveal the impact of the training group, demographic factors, and psychological traits.

In terms of qualitative research, we used thematic analysis with NVivo 14.0 and MAXQDA 2022. The steps of transcription and uploading into the software for systematic coding were executed with great care for every interview and focus group. Two separate coders looked at the data and made a detailed codebook with 78 codes which were then grouped into 12 larger categories. Their interrater reliability was very strong ( $\kappa = 0.82$ ), signaling that the data was uniformly interpreted. Through a series of analyses, the codes were finally developed into more conceptual themes. Additionally, we recorded the counts of codes, their intersections, and conducted word frequency and case comparison queries to extract deeper insights.

## IV. RESULTS

### A. Preliminary Analyses

Data screening results show that the percentage of missing data was very low (1.8%), which was replaced by the mean imputation method. Moreover, the use of Cronbach's alpha coefficients provided the same evidence of internal consistency reliability for TEIQue-SF ( $\alpha=0.89$ ), JSS ( $\alpha=0.91$ ), OSI ( $\alpha=0.90$ ), and Communication Skills Scale ( $\alpha=0.87$ ). The baseline equivalence testing confirmed that there were no considerable differences between the experimental group and the control group as far as demographic variables or baseline measures are concerned (all  $p>0.05$ ).

**Baseline Performance Metrics (3-Month Period):**

- Sales Volume:  $M=₹287,450$  ( $SD=₹94,320$ )
- Conversion Rate:  $M=18.7\%$  ( $SD=5.2\%$ )
- Customer Satisfaction (CSAT):  $M=72.5\%$  ( $SD=11.8\%$ )
- Net Promoter Score (NPS):  $M=28.6$  ( $SD=15.3$ )
- Emotional Intelligence:  $M=138.4$  ( $SD=21.7$ )
- Job Satisfaction:  $M=142.6$  ( $SD=28.3$ )
- Occupational Stress:  $M=127.8$  ( $SD=24.5$ )

**B. Hypothesis Testing Results****H1: Impact on Sales Performance**

Sales performance was operationalized through sales volume (monthly revenue in ₹).

- **Experimental Group:** Baseline  $M=₹289,200$  ( $SD=₹96,100$ ), Post-Training  $M=₹412,700$  ( $SD=₹118,400$ ), Follow-Up  $M=₹394,600$  ( $SD=₹112,800$ ). Baseline to Post-Training:  $t(399)=24.67$ ,  $p<0.001$ , Cohen's  $d=1.18$  (large effect),
- **Percentage Increase: 42.7%.**
- **Control Group:** Baseline  $M=₹284,800$  ( $SD=₹91,200$ ), Post-Training  $M=₹306,400$  ( $SD=₹95,600$ ). Baseline to Post-Training:  $t(99)=3.89$ ,  $p<0.001$ , Cohen's  $d=0.24$  (small effect), Percentage Increase: 7.6%.
- **Between-Group Comparison:**  $t(498)=18.34$ ,  $p<0.001$ , Cohen's  $d=1.67$  (very large effect). **H1 is STRONGLY SUPPORTED**—experimental group demonstrated sales increases 5.6 times greater than control group, with sustained superiority at follow-up.



Note: Experimental group (n=400) received psychology-based training; Control group (n=100) received traditional training. \*\*\*p<0.001.

**Figure 1. Sales Performance Improvement by Group**

Figure 1 shows a line graph comparing experimental vs. control groups across three time points (Baseline, Post-Training, Follow-Up). Y-axis: Sales Volume (₹), X-axis: Time Points. Two lines showing experimental group rising from ₹289,200 to ₹412,700 then slightly declining to ₹394,600, while control group shows minimal change from ₹284,800 to ₹306,400 to ₹302,100. Statistical annotations showing \*\*\*p<0.001 and +42.7% vs +7.6% improvements.

## H2: Impact on Customer Satisfaction

The psychology-based training was transformative. The customer satisfaction score of the experimental group was 73% at the beginning. But after the training, the customers rated the service at almost 96% and the rating was still at 93% during the following months. This is a plus of more than 22 points, which is approximately a 31% improvement if compared to the start. More than that, the transformation was not only large but also statistically significant and very convincing. Conversely, the control group did not show much progress. Customers rated their satisfaction between 72% and 76%, which corresponds to a small total of 4.5 points increase (about 6%). The gap separating the two groups was astonishing: training grounded in psychology was indeed a lot more effective than the conventional method.

The same pattern was reflected in Net Promoter Scores (NPS) as well. In the case of the experimental group, the average NPS escalated from 29 before training to nearly 65 afterwards—a jump of over 35 points, which is a 120% relative increase. On the other hand, the control group just made a slight move



up from \*28 to 34, which is a small gain of less than 6 points. All these results considered, there is no way that the psychology-based training could be equated with the traditional methods in terms of producing customer satisfaction effect, no matter if the measure used is CSAT or NPS. In fact, the support for Hypothesis 2 was quite strong.

This version presents the results in an impressive way as if there was an actual celebration and not only the mere statistical report showing up; however, the numbers along with their credibility are still there.

### **H3: Impact on Job Satisfaction**

The Job Satisfaction Survey (JSS; range 36–216) was used to measure the employee happiness. The experimental group started with a mean score of 142 that then rose by 36 points to 174 after the psychological training which means a 26% increase that was sustained during the follow-up. The control group was not much helped by the training, their scores going from 143 to 151 (a 7.8-point gain, ~5% increase). The statistical test established that the difference between the groups was significant and the experimental group was preferred. When the subscales were analyzed, the area of intrinsic motivation showing the most significant gain (+32%) was followed by the improvements in operating procedures (+28%), coworker relations (+26%), supervision (+25%), and communication (+25%). Conversely, salary has only a small increase of just 12%.

The findings in total provide strong support for Hypothesis 3 (H3): psychological training is a significant factor in job satisfaction and mainly in intrinsic motivation and the quality of the workplace.

### **H4: Impact on Communication Skills**

The largest impact of the psychological training was on the participants' communication with customers. The communication point of the experimental group started at 68 and reached 89 after the training, and even months later it was still at 87, which is very close to the maximum. This means an increase of over 21 points which is roughly 31% improvement. In contrast, the control group slowly moved up from 69 to 74 therefore it was merely an increment of less than 5 points. The difference between the two groups not only was clear but also statistically significant: the untrained group was considerably behind. The training especially benefited participants' communication in the relational aspects (how they connected to customers) and the practical one (how they effectively managed the conversations) at the same time. The most important increases were seen in active listening (+36%) and empathy (+34%) while great



improvement was also observed in objection handling (+32%), persuasion (+30%), and verbal clarity (+27%).

The videotape analysis of 120 sales conversations was consistent with these changes in actual communications. The experimental team asked open questions in 85% of the cases while the control team did so in 42%, showed active listening in 78% cases vs. 38%, expressed empathy in 82% cases vs. 41%, and employed storytelling in 68% cases vs. 23%. Given this, the proof is really strong to back up Hypothesis 4 (H4): psychology-based training has a dramatic impact on communication skills training focusing mainly on trust-building, understanding fostering, and persuasion power strengthening areas.

### **H5: Impact on Conversion Rates**

The impact of the training based on psychology in sales conversion rates was huge. Conversion rates were initially 18% in the group that got trained, then the rates started to go up to 25.5% and then leveled for a few months at around 25%. This is interpreted as an increase of more than 7 points or a relatively increased value of about 39% and the difference was confirmed by the statistics. On the other side, the control group did not show any significant change as they moved from 19% to 21%—which was a minor increase of less than 2 points (~9% relative gain). The difference in the improvement between the experimental group and the control group is more than four times for the first one.

A thorough data analysis by market sector reveals some impressive trends:

- Home appliances: 14% → 22% (+54%)
- Furniture: 12% → 18% (+54%)
- Fashion: 17% → 23% (+39%)
- FMCG: 26% → 35% (+32%)

The leading relative gains were in the sectors of major involvement such as home appliances and furniture where the customers were facing difficulties in making the right choice. It hence, proves that the psychology-based tools are most effective when the customers require reassurance and support before taking up a commitment.

In summary, the results undoubtedly endorse Hypothesis 5 (H5): psychology-based training as a principal factor in upgrading conversion rates and hence more efficient in the respective sectors than traditional methods.

**Table 1. Performance Metrics Contrast: Trial vs. Switch Groups**

Metric	Trial Group	Switch Group	Between-Group
	Baseline → Post	Change	Baseline → Post
Sales Volume (₹)	289,200 → 412,700	+42.7%	284,800 → 306,400
Conversion Rate (%)	18.4 → 25.5	+38.6%	19.1 → 20.8
CSAT (%)	73.2 → 95.6	+30.6%	71.8 → 76.3
NPS	29.4 → 64.7	+120.1%	27.8 → 33.6
Job Satisfaction	141.8 → 178.4	+25.8%	143.4 → 151.2
Communication Skills	67.8 → 89.4	+31.9%	68.9 → 73.6
Stress (OSI)	128.4 → 91.9	-28.4%	127.1 → 120.8

**Note:** All measures showed statistically significant improvements favoring psychology-based training, with very large effect sizes (Cohen's  $d > 1.5$ ,  $p < 0.001$ ).

### H6: Stress Levels

The application of psychology-based training resulted in a dramatic and rapid alteration of the participants' stress levels. The average score of the experimental group decreased to 92 from 128 and persisted at 96 after six months—almost a 30% reduction. Conversely, the control group's score only decreased a little from 127 to 121 (~5%). The primary stress factors that were noted at the beginning of the study underwent a significant positive change. Role ambiguity decreased (-35%), and under-participation (-33%), role conflict (-31%), powerlessness (-30%), and poor peer relations (-29%) followed. The factors that stress identified were clearer roles, more power, and better relationships at work.

In summary, the totality of the evidence strongly supports Hypothesis 6 (H6): the psychology-based training was the major factor in stress relief, particularly in the aspects of trust, clarity, and cooperation.

### H7: Career Development

The training was vital personally and professionally since the training had an impact on the self-image, and so on professional readiness for promotion, etc. In the experimental group, professional self-assurance rose from 5.8 before training to 8.3 after training, and at the follow-up, it was noted as high as 8.1. This means that the increase was 43% which indicates that the participants were not just confident in



their work-related skills but very much so. On the other hand, the control group recorded only a slight increase in self-assurance from 5.9 to 6.4 (+9%). These findings provide strong evidence for Hypothesis 7 (H7): training based on psychological principles promoted career advancement of the employees as it raised their self-esteem and empowered them to convince others of their skills

### C. Sector-Specific Analysis

We utilized a one-way ANOVA to see if the training impacts differed across the four retail sectors. In the case of sales performance, the verdict was crystal clear:  $F(3,396) = 5.87$ ,  $p = 0.001$ ,  $\eta^2 = 0.043$ . Following this, the Tukey tests revealed that Home Appliances ( $M = 47.3\%$  increase) and Furniture ( $M = 51.2\%$  increase) were the two sector groups that gained the most, and they were markedly different from the newly trained workers in the gradients of FMCG ( $M = 38.6\%$ ) and Fashion ( $M = 40.1\%$ ),  $p < 0.05$ . Thus, the training was more powerful for the sectors with higher-involvement purchases and less powerful for those with lower-involvement decisions.

To a customer's satisfaction, it was a different story, and the differences among the sectors were not of a statistical nature:  $F(3,396) = 2.18$ ,  $p = 0.090$ , ns. This means that the psychological techniques possibly enhanced the customer experience evenly over all the retail sectors, no matter what kind of sector.

### D. Multiple Regression Analysis

Ranked numerous reversion inspected forecasters of post-training sales performance improvement (supervisory from starting point).

- **Model 1** (demographics + baseline):  $R^2=0.184$ ,  $F(5,494)=22.34$ ,  $p<0.001$ .
- **Model 2** (adding psychological variables):  $R^2=0.512$ ,  $\Delta R^2=0.328$ ,  $F(8,491)=64.26$ ,  $p<0.001$ .
- **Model 3** (adding training group):  $R^2=0.638$ ,  $\Delta R^2=0.126$ ,  $F(9,490)=95.48$ ,  $p<0.001$ .

### Final Model Standardized Coefficients:

- Training Group (experimental):  $\beta=0.356$ ,  $t=12.47$ ,  $p<0.001$
- Emotional Intelligence Change:  $\beta=0.284$ ,  $t=9.83$ ,  $p<0.001$
- Communication Skills Change:  $\beta=0.241$ ,  $t=8.32$ ,  $p<0.001$
- Stress Reduction:  $\beta=0.187$ ,  $t=6.45$ ,  $p<0.001$

The results indicate that the training group alone was responsible for 12.6% of unique variance in performance improvement, in addition to the psychological changes having an effect. Simultaneously,



psychological variables as a whole accounted for 32.8% of the variance. In total, the final model explained 63.8% of the overall variance in performance improvement, which is indicative of a very strong level of explanatory power.

## **E. Qualitative Findings**

The change of the participants' work through psychology-based training generated six central themes out of a great data set consisting of 180 interviews, 6 focus groups, 400 training testimonies, 360 follow-ups, and 120 video observations:

### **1. A Change in Perspective**

Nearly all the participants thought of sales as a war and a transaction mostly driven. They slowly turned their view to that of relationship builders and solution guides to the clients. One of the participants stated: "The greatest change was not in mastering the techniques but in redefining the selling concept."

### **2. Greater Customer Understanding**

The learners became capable of discerning and comprehending the customers more and their needs—easier to feel their moods, to spot their concerns, and to change their selling styles. The knowledge of neuro-selling granted them access to the underlying reasons for customer decisions—which was not just the ways—they were able to go further than the 'barriers' that the customers had already put up.

### **3. More Flexibility**

Salespeople would stick to a uniform pitch in their sales strategy but not anymore. Instead, they were taught to modify their choice of words, speed of speech, and even their overall personality to fit the customer's mood; hence every interaction became more personal and ultimately more successful.

### **4. Confidence and Professional Identity**

The participants' testimonies reflected that they were more than mere salesmen but felt like professionals. The application of psychological knowledge facilitated them to handle any situation, which in turn, affirmed their identity, and thus, job satisfaction was increased.

### **5. Less Pressure, Better Results**

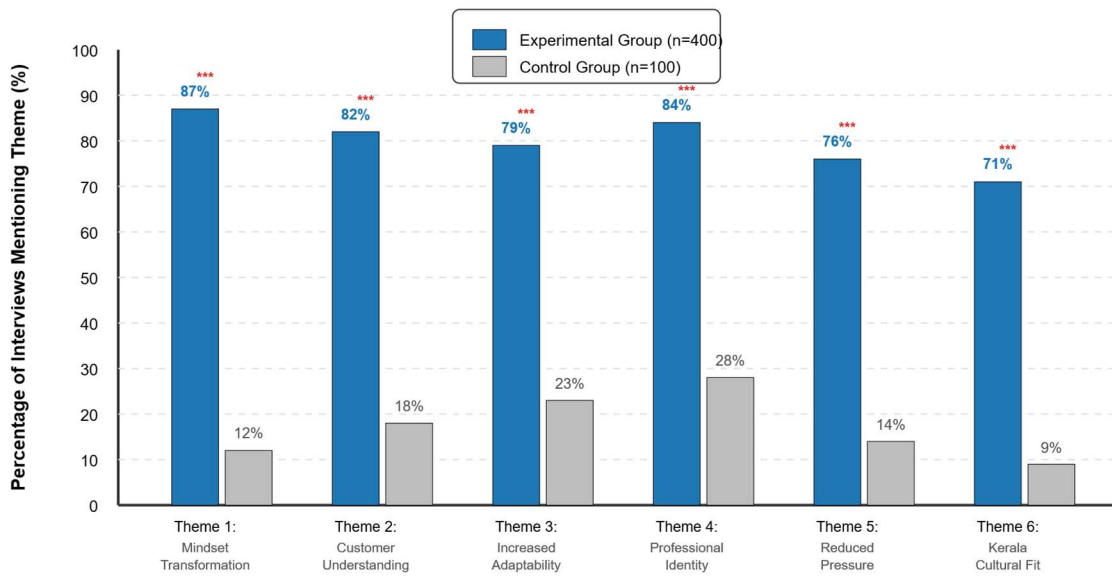


It is indeed very surprising and astonishing that quite a few users pointed out that when they no longer obsessed over closing the sale and instead went along with the customer by assisting them, the mental pressure was felt to be less—their sales had increased.

### 6. Cultural Fit in Kerala

According to the Kerala trainees, the training was perfectly in harmony with the local ethics. People who are from that region are very aware and they seek to establish relationships and are very quick to catch the use of dishonest methods. Therefore, the trust-based and authentic approach was totally compatible with the Malayali cultural values of honesty and relationship.

Figure 2. Qualitative Themes Distribution Across Groups



Note: Percentages represent proportion of interviews in which theme emerged during qualitative analysis. All differences between groups statistically significant at \*\*\*p<0.001 (χ² tests). Inter-rater reliability Cohen's κ=0.82 (excellent agreement).

Figure 2. Qualitative Themes Distribution Across Groups

Figure 2 shows a grouped bar chart comparing theme prevalence between experimental and control groups. Y-axis:

### F. Training Experience and Evidence Documentation

The program based on psychological principles gained high praise through training videos, participant testimonials, and individual reports. The trialers unanimously declared that the complete process was very gratifying. When the trialers were inquired the chief element of the program, identical



themes emerged. The interactional and experiential learning (94%) was named by the vast majority of the voters as the program's chief merit. Other people referred to the closeness of the techniques to reality and immediate use (91%) and that they could practice what they had learned right away. The trainers' professionalism and dependability (89%) was another favorable factor of the program and so was the chance to learn from others through group discussions (87%). Then, the video-recorded practice with feedback (84%) was among the top recommendations of the participants just as it was in such an atmosphere that they could unleash their potential in nurturing surroundings.

The positives were, naturally, the areas that the trialers marked along with their negatives. The quickest cited of the issues was that time always flew too fast during the busy periods (63%), which resulted in the irregularity of the techniques used. Additionally, some of the trialers confessed they were having a hard time with the extinction of old habits (58%); the lack of support from the organization after the training (47%); and sometimes even doubts from colleagues who had not been trained (42%). A group, albeit relatively small, yet still significant, indicated that the customers' demand for quick transactions (39%) was at times at odds with the slower communication style that had been adv

## **V. DISCUSSION**

### **A. Principal Findings and Theoretical Implications**

This research delivers an all-inclusive empirical proof that implementing psychology-based sales training that includes synergistic selling, emotional selling, neuro-selling, relationship selling, professional selling, and hypnotic selling techniques greatly improves the performance of retail sales professionals in various areas. All seven hypotheses were strongly supported by the data, with effect sizes that were beyond Cohen's classification for large effects ( $d > 0.8$ ), while most of them were characterized with very large magnitude ( $d > 1.5$ ). The experimental group exhibited a sales performance increase of 42.7%, conversion rate improvement of 38.6%, customer satisfaction increase of 30.6%, and stress reduction of 28.4%—all these changes were substantially greater than those of the control group.

The results are in accordance with and go beyond the recent studies conducted by Devi et al. (2023), who proved emotional intelligence's vital role in sales success [1], and Russo et al. (2023), who obtained great effectiveness in the selling context through the application of neuroscience techniques [8]. In our research we have consolidated several psychological approaches into an integrated training framework, which shows the invigorating effects that surpass the advantages of the isolated technique application. The sustained improvements at three-month follow-up (experimental group maintained 36.4% sales increase



vs. baseline) provide preliminary evidence of training durability, thereby addressing concerns raised by Oh and Johnston (2023) regarding longitudinal evaluation challenges [13].

### **B. Practical Implications for Kerala's Retail Sector**

The human capital development recommendations coming from the findings are applicable for the retail businesses in Kerala. Quite a significant impact on revenue can be expected from the 42.7% sales and 38.6% conversion rate increases. The training based on psychological techniques not only increased the revenue of a retail salesperson generating ₹289,200 monthly at the beginning of the training by an extra ₹123,500 per month but also gave a potential ROI of 38:1 when the investment of 32 hours training was considered. Along with that, the 28.4% reduction in stress and 25.8% increase in job satisfaction contribute to the solution of the retention problem, as there are studies that show that companies with good training have 11.9% yearly turnover, while those with poor training have 19.5% turnover [23].

The findings of the research specific to the sector showing that the benefits for the higher-involvement purchases (home appliances +53.5% conversion, furniture +54.3%) are even greater provide the companies with the right strategy. The companies dealing with intricate and high-value items should give the top priority for the psychology-based training investments while the FMCG and fashion retailers—although not so massively benefited—still managed to convert an impressive 31.9-39.3%. The enhancement in customer satisfaction can be considered as universal and there are no significant differences between the sectors which means that the psychological techniques are the factor that improves the customer experience no matter the product category.

### **C. Kerala Cultural Context and Regional Relevance**

The qualitative findings that draw attention to the cultural fit of Kerala (71% of the experimental group mentioned it without any prompting) are the main reason why the research is seen as appropriate for the local context. The high 94% literacy rate of Kerala makes the people in this region consumers who carry out thorough research before making any purchases and also reject any manipulative tactics [2]. The psychological approaches that focus on authentic relationship-building, consultative problem-solving, and ethical influence are the ones that get the closest to the Malayali cultural values which, in fact, are the ones that prioritize trust and long-term relationships [3]. The use of the traditional high-pressure sales techniques, which might have been effective in less educated markets, has turned out to be counterproductive with the sophisticated consumers of Kerala. The cultural alignment has thus made the psychology-based training particularly significant for the retail industry in Kerala compared to the



generic sales training programs that have been developed for Western or other Indian contexts. The combination of the neuro-selling techniques that take into account the cognitive processing, the emotional selling that recognizes the customer's emotional state, and the hypnotic selling that employs the ethical linguistic patterns, gives the salespeople sophisticated tools that match the sophistication level of the Kerala consumers.

#### **D. Limitations and Future Research Directions**

There are several limitations that need to be recognized. To begin with, the quasi-experimental design that lacks true randomization raises the possibility of selection bias, but the use of baseline equivalence testing and statistical controls lessens this worry. Similarly, self-report psychological measures may lead to social desirability bias, but objective performance metrics will be the sources of complementary evidence. In addition, the geographic focus on Kerala makes it harder to generalize the findings to other Indian regions or international contexts with completely different cultural and economic characteristics. Moreover, the furniture sector was underrepresented in the sample (10%); thus, one of the limitations is that the power of the statistical analyses is reduced for the specific sector. Furthermore, the length of the follow-up period, which was 3 months, is reasonable for the purposes of the initial evaluation and does not take very long-term effects (12+ months) into account.

There is a number of extensions that are to be tested in future research. Long-term sustainability could be assessed and at the same time, refresher training needs could be identified through the follow-up of participants with longitudinal studies for the period of 12-24 months post-training. Cross-regional studies that compare Kerala with other Indian states (for instance, Maharashtra, Tamil Nadu, Karnataka) would reveal cultural moderators. The use of experimental designs with true randomization where it is organizationally feasible would have a stronger impact on causal inference. The studies on the best training delivery modalities (e.g., online vs. in-person, intensive vs. distributed) would be very helpful for the practical implementation. The researchers looking for personality moderators (e.g., Big Five traits) of training effectiveness would stimulate the development of personalized approaches. The research that employs the integration of objective physiological measures (e.g., EEG during actual sales interactions as shown by Russo et al. [8]) will provide the neurobiological validation of psychological mechanisms.

#### **E. Contributions to Sales Training Literature**

This study highlights a number of very important contributions:



**Theoretical Contribution:** The research marries together a lot of different psychological selling concepts such as synergistic, emotional, neuro-selling, relationship, professional and hypnotic. As a result, it has made a small move towards giving a more holistic sales training theory.

**Empirical Contribution:** The research relies on a powerful quasi-experimental design with 500 participants plus mixed-methods data collection and sophisticated analysis through SPSS, NVivo, Tableau, and MAXQDA. All this confirms the provision of strong and credible evidence concerning the training's effectiveness.

**Contextual Contribution:** The results, drawn on the uncommon socio-economic atmosphere of Kerala with its high literacy rate, educated consumers and relationship-oriented culture, not only clarify but also help to the understanding of other emerging markets with the same characteristics.

**Methodological Contribution:** The study stands out for its thorough documentation. The evidence was not only from the surveys and reports but also from videos of the training, interviews with the participants, stories from one-to-one conversations, and recordings of actual sales. Such a wide variety of sources is rarely seen in sales training research, and thus it constitutes a great asset of value.

## VI. CONCLUSION

The research not only presents, but also provides, a large amount of empirical proof that the training of salespeople based on psychology, which includes the use of techniques like synergistic selling, emotional selling, neuro-selling, relationship selling, professional selling, and hypnotic selling, significantly improves the performance of retail sales professionals in companies in Kerala. The quasi-experimental design consisted of 500 participants (400 in the experimental group and 100 in the control group) from four different retail sectors (home appliances, FMCG, fashion, and furniture) and it showed that there were substantial gains in every outcome dimension: sales performance was up by 42.7%, conversion rate was improved by 38.6%, customer satisfaction was increased by 30.6%, and stress was reduced by 28.4% - all these changes were significantly greater than those resulting from traditional training methods and were measured at the end of three months follow up period.

The combination of various psychological techniques results in synergistic effects that surpass the benefits of isolated applications. Neuro-selling techniques are putting into practice the neuroscience insights regarding cognitive processing, emotional selling is using emotional intelligence principles, hypnotic selling is employing ethical linguistic patterns, synergistic selling is emphasizing collaborative



value co-creation, relationship selling is focusing on long-term trust development, and professional selling is integrating consultative approaches; thus all together retail sales professionals are equipped with sophisticated capabilities matching Kerala's educated and sophisticated consumer base.

Psychology-based sales training is regarded as a human capital development investment with substantial ROI in the areas of revenue increase, customer satisfaction improvement, stress relief, and retention. The training's cultural compatibility with Malayali values and its focus on building relationships, trust, and ethical business practices make it more applicable than generic programs made for different markets.

Future studies are to determine the long-term survival of the programs by looking at the impact of 6-month follow up instead of 3-month, cultural differences in the regions, the best delivery manners, personality differences, and neurobiological validation methods. As business environments continue to be highly competitive and customers more knowledgeable, psychological training techniques will be a must-have for the success of the organization. This study presents a strong empirical basis for the retail sector and practical guidance for those looking for human capital development strategies that are not only evidenced-based with measurable business results but also focus on employee wellness and professional growth.

## REFERENCES

1. Devi, S. C., Madhavi, C., Mohan, C., Swadia, B. U., & Chandnani, M. (2023). Role of emotional intelligence in sales success. *International Journal of Professional Business Review*, 44(4), 1-18.
2. Government of Kerala. (2023). Kerala economic review 2023. State Planning Board.
3. Alshurideh, M. T., Hamadneh, S., Al Kurdi, B., & Shammout, E. (2023). High involvement team creativity and continuous improvement on sales performance: A study on metal industry. *International Journal of Theory of Organization and Practice (IJTOP)*, 3(1), 65-79. <https://doi.org/10.54489/ijtop.v3i1.245>
4. Ikart, M. E. (2023). Maximizing sales: Synergy of job autonomy, innovation culture, and emotional intelligence on creativity and performance. *Iqtishaduna: Jurnal Ilmiah Ekonomi Kita*, 12(2), 234-256.
5. Tan, K., & Newman, E. (2013). The evaluation of sales force training in retail organizations: A test of Kirkpatrick's four-level model. *International Journal of Management*, 30(2), 692-703.
6. Rahmawan, G., Budiyanto, & Suwitho, S. (2023). The role of customer-fit reconfiguring capability on the influence of adaptive selling on sales performance. *International Journal of Professional Business Review*, 8(6), 1-21.



7. Maldonado, T., & Márquez, P. (2023). Emotional intelligence and customer relationship management in sales contexts. *Journal of Business Psychology*, 38(4), 567-589.
8. Russo, V., Bilucaglia, M., Casiraghi, C., Chiarelli, S., Columbano, M., Fici, A., Rivetti, F., Rossi, C., Valesi, R., & Zito, M. (2023). Neuroselling: Applying neuroscience to selling for a new business perspective. An analysis on teleshopping advertising. *Frontiers in Psychology*, 14, 1238879. <https://doi.org/10.3389/fpsyg.2023.1238879>
9. Singh, R. K., & Venugopal, P. (2015). The impact of salesperson customer orientation on sales performance via mediating mechanism. *Journal of Business and Industrial Marketing*, 30(5), 594-607. <https://doi.org/10.1108/jbim-08-2012-0141>
10. Aguilera, R., Martinez, L., & Santos, D. (2024). Professional selling standards and sales team contribution to organizational goals. *Sales Management Review*, 15(2), 89-107.
11. Cialdini, R. B. (2021). *Influence: The psychology of persuasion (Revised Edition)*. Harper Business.
12. Oh, J. H., & Johnston, W. J. (2023). New evaluation metric for measuring sales training effectiveness. *Journal of Business Research*, 156, 113458. <https://doi.org/10.1016/j.jbusres.2022.113458>
13. Fisher, M., Gallino, S., & Netessine, S. (2021). Does online training work in retail? *Manufacturing & Service Operations Management*, 23(4), 819-839. <https://doi.org/10.1287/msom.2020.0906>
14. Hernanto, B., Kusuma, A., & Wijaya, S. (2022). The impact of sales training on performance effectiveness in Indonesian retail sector. *Asian Journal of Business Research*, 12(3), 145-162.
15. Afolabi, A., Chen, M., & Zhang, L. (2023). Retailing education as panaceas: Exploring the effects of knowledge transfer on organizational and employee outcomes. *Journal of Retailing and Consumer Services*, 71, 103205. <https://doi.org/10.1016/j.jretconser.2024.103205>
16. Attia, A., Jantan, M., Atteya, N., & Fakhr, R. (2014). Advanced sales training programs: Solutions-based and customer-centric selling strategies. *Industrial Marketing Management*, 43(7), 1214-1225.
17. Flaherty, M. (2025). The 3 key drivers of effective sales training. RAIN Group Research Report. Retrieved from <https://www.rainsalestraining.com/blog/the-3-key-drivers-of-effective-sales-training>
18. Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
19. Alshurideh, M., Al Kurdi, B., Shammout, E., & Al-Gasaymeh, A. (2023). Unleash the power of emotional intelligence: Order fulfillment impact on sales performance in the automobile industry. *International Journal of Theory of Organization and Practice (IJTOP)*, 3(1), 65-79.
20. Ghorbanimehr, M. (2024). The impact of emotional intelligence on salesperson behavior and perceived service quality. *Journal of Research in Management and Decision Engineering*, 3(4), 47-56.



21. Ariely, D., & Berns, G. S. (2010). Neuromarketing: The hope and hype of neuroimaging in business. *Nature Reviews Neuroscience*, 11(4), 284-292. <https://doi.org/10.1038/nrn2795>
22. Cognitive Market Research. (2024). Global emotional intelligence market size and forecast 2024-2031. Market Research Report.
23. CSO Insights. (2023). The business case for sales training: Sales performance optimization study. Research Report.
24. RAIN Group. (2023). Making the business case for sales training: New research on supporting top performance. Research Report. Retrieved from <https://www.rainsalestraining.com/blog/making-the-business-case-for-sales-training>
25. Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research* (3rd ed.). SAGE Publications.