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School of Business and Management

Industrial Marketing and International Business

Master's Thesis

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DEVELOPING INTERNAL MARKETING AND TRAINING PRACTICES IN INDUSTRIAL COMPANY

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ABSTRACT

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Master's thesis. Lappeenranta University of Technology, Industrial Management 63 pages, 13 figures, 6 tables **Examiners:** Professor Juha Väätänen (D.Sc.), Ville Ojanen (D.Sc.)
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The purpose of this master's thesis is to study the current state of the internal marketing and training of the case company. Also, the purpose is to find out how internal marketing and training should be changed in order to improve the product knowledge of the case company's sales representatives and increase product sales.

The research is conducted as a qualitative research utilizing interviews and questionnaires as a way of collecting data. An inductive approach is used in this research. The theoretical part of the research consists of a literature review containing literature of the internal marketing and sales training.

One of the most important findings of the research is that the internal marketing activities of the case company are well utilized. Based on the literature review of the sales training and conducted qualitative research, a new training framework proposal is developed. The new training framework contains new types of training methods and four different training levels. Another important improvement proposal is to start evaluating the trainings.

TIIVISTELMÄ

Tekijä: Visa Nummela
Työn nimi: Sisäisen markkinoinnin ja koulutuksen kehittäminen teollisessa yrityksessä

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Diplomityö. Lappeenrannan teknillinen yliopisto, tuotantotalous.
63 sivua, 13 kuvaa, 6 taulukkoa
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Hakusanat: sisäinen koulutus, sisäinen markkinointi, aktiiviset koulutustavat

Tämän diplomityön tarkoituksena on tutkia kohdeyrityksen sisäisen markkinoinnin ja koulutuksen nykytilaa. Tutkimukseen kuuluu myös selvittää kuinka sisäistä markkinointia ja koulutuksia tulisi muuttaa, jotta kohdeyrityksen myyjien tuotetietous parantuisi ja tuotemyynti kasvaisi.

Tutkimus suoritettiin laadullisena tutkimuksena, jonka tiedonkeruutapoina käytettiin haastatteluita ja kyselylomakkeita. Tutkimuksessa käytettiin induktiivista lähestymistapaa. Tutkimuksen teoreettinen osuus koostui kirjallisuuskatsauksesta, joka sisälsi kirjallisuutta liittyen sisäiseen markkinointiin ja koulutukseen.

Tämän diplomityön yksi keskeisimmistä tuloksista on se, että sisäisen markkinoinnin toiminnot on hyödynnetty hyvin kohdeyrityksessä. Lisäksi keskeisimpinä tuloksina voidaan pitää myös koulutusrakenne-ehdotelmaa, joka perustuu sisäisen koulutuksen kirjallisuuskatsaukseen ja tehtyyn laadulliseen tutkimukseen. Tämä koulutusrakenne-ehdotelma sisältää uudenlaisia kouluttamistyylejä ja neljä koulutuksen tasoa. Yksi keskeisimmistä kehitysehdotuksista on koulutuksien arviointien käyttöönotto.

ACKNOWLEGDEMENT

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ABBREVIATIONS

AME – Americas

APAC – Asian and Pacific

EMEA – Europe, Middle East and Africa

IC – Industrial crane

IM – Internal Marketing

Q Platform – Generic product administration platform

1   INTRODUCTION

This master's thesis is part of Industrial Engineering and Management study program in Lappeenranta University of Technology. The research is done for international Finnish company. In this first chapter background, research questions and objectives and overall structure are presented.

1.1   Background

Companies has started to invest to the trainings because of the tough economic situation where sales representatives need to perform and provide excellent service for customers (Lassk et al. 2012). Providing trainings companies can affect and improve sales representatives' skill levels, product knowledge, effectiveness and performance (Attia & Honeycutt Jr. 2012). Different styles of training methods are studied a lot in the literature. Also, trainings are needed because advanced technologies have risen their presence in every day products as well as in industry products. At the same time sales representatives need to have excellent product knowledge level because of the advanced technology in products.

Idea for this master's thesis developed during and after development of new internal service product, Konecranes Live Channel, for Konecranes. After the service product was ready, it was noticed that the new service product could be added as new training method to the product trainings. Therefore, the research scope expanded to research and improve entire product trainings of the CXT products. The aim of this master's thesis is in general level to improve Konecranes product trainings and internal marketing practices of CXT product portfolio. Other main driver to conduct this research was that sales of the products which includes advanced technology can be increased through the improved sales training practices. Desired impact of this thesis is to improve sales representatives' knowledge level and therefore CXT product portfolio sales.

In figure 1, there is presented the framework of trainings in Konecranes. Trainings in Konecranes can be presented as a triangle that includes product, sales skills and sales tools sections. Upper corner of the triangle is sales process and skills training. Sales process and skills trainings include information related to sales process, sales skills, skills to evaluate customer case and adapt to the certain situation. Lower left corner is sales system training, where trainings are related to sales systems and how to use systems. Lower right corner is product trainings, where trainings are related to the products and their features and argumentations. All those sections of training framework need to be taught that sales representatives can be successful in their daily jobs. In this master's thesis sales skills and sales systems training parts will be left out from the research. In this master's thesis focus is only on product trainings, and more precise on Konecranes' CXT industrial cranes products. In the fourth chapter current practices and content of product trainings are presented.

Sales process and skills trainings

Sales system trainings

Product trainings

Figure 1. Training framework in Konecranes.

1.2   Research questions and objectives

This research has two research questions and objectives which are presented in the table 1. First research question is ***how to change internal marketing and training methods to increase sales?*** The goal of this research question is to examine current practices of the case company's internal marketing and trainings. The goal is to find out what kind of channels and tools are utilized in internal marketing activities. Also, the practices of the trainings are examined and goal there is to find out how the trainings are delivered to trainees and how trainees feels about the trainings. This is examined by participating to two different sales training in EMEA region and collecting data and feedback from sales trainings.

Second research question is ***how sales representatives' product knowledge can be improved by new internal training tools?*** The goal of this research question is to identify and select effective training methods from the literature review. Other goal is to find out how the new methods can utilize to Konecranes product trainings and to give managerial recommendations for the future.

Table 1. Research questions and research objectives.

RESEARCH QUESTIONS	RESEARCH OBJECTIVES
How to change internal marketing and training methods to increase sales?	To identify what is lacking currently in internal marketing and training. To determine how internal marketing and training should be changed. How to restructure training framework.
How sales representatives' product knowledge can be improved by new internal training tools?	To identify effective methods for training and how to utilize them.

The literature in the literature review is selected based on the appointed research questions and objectives. The comprehensive picture is gained with the selected literature of the internal marketing and sales training. The literature of internal marketing provided robust picture of the definition and tools of internal marketing.

The literature of sales training provided comprehensive picture of training practices and methods. Effective training methods are studied a lot in the selected literature.

1.3 Delimitations

In this research data was collected by using qualitative research methods. Semi-structured interviews and questionnaire were believed to provide multi-dimensional picture of the researched issue. The collected data included front line and back office point of view of the sales trainings. Data collection and analyzing utilized inductive approach, where data is collected first and afterwards theory built. In the literature review the selected articles, handbooks and secondary data were estimated to give the comprehensive picture of the studied issues. Most of the articles and handbooks were relatively new and the information was authentic.

This master's thesis has a few limitations. First, Konecranes has multiple different brands products and business areas. In this thesis handled issues consist only Konecranes branded products and more precisely CXT products. Second, due to limited time for research improvements proposals could not be tested and implemented in real environment. The real impact to the sales representatives' knowledge and increased sales could not be justified during the research project. Third, during the research project sales trainings gained more important role than the internal marketing for this study.

1.4 Structure of the thesis

In this following chapter overall structure of the thesis is presented and also the main inputs and outputs in each chapter. The overall structure is presented in figure 2 which is found in the end of this chapter.

The first chapter of this thesis describes thesis' background and motives. After background, motives and limitations, the first chapter presents this thesis' research

questions and research objectives. This chapter provides information for the reader why and what is studied in this thesis.

The second and the third chapters are the literature review chapters of this thesis. The second chapter examines the literature related to internal marketing. Trends, definitions and channels are reviewed. The third chapter examines literature related to sales trainings. The third chapter reviews different methods of sales training and aim is to identify effective training methods. The fourth chapter includes introduction of the case company. Also, in fourth chapter current practices of internal marketing and training of the case company are examined and presented.

The fifth chapter is methodology chapter of this thesis. In the fifth chapter data collection and analyzing methods are presented. The sixth chapter is the empirical data analysis chapter. In this chapter findings from the collected data will be analyzed and main points are presented. The seventh chapter includes improvements proposals of the sales trainings. The eighth chapter of this thesis presents answers to the research questions. It will include also theoretical and managerial implications and future research suggestions. After the eighth chapter used references and appendices are presented.

INPUT   OUTPUT

Background and motives for   Chapter 1.   → Research questions and objectives
research   Introduction

Literature related to internal   Chapter 2.   → Understanding the concept of
marketing   Internal   internal marketing
                                    marketing

Literature related to sales   Chapter 3.   → Understanding difference between
trainings   Sales training   different sales training methods

Introduction of case company   Chapter 4.   Current status of internal
                                    Case company   → marketing and trainings in case
                                    introduction   company

Data collection and data   Chapter 5.   Research process description and
analysis methods   Methodology   → analyzing techniques

                                    Chapter 6.
Empirical data analysis   Results of the   → Findings of the empirical data
                                    empirical
                                    research

Results from literature review   Chapter 7.   New training structure, methods
and empirical data   Improvements   → and responsibilities
                                    proposals

                                                            Answers to the research questions,
Literature review and findings   Chapter 8.   theoretical implications,
of the empirical data   Discussion and   → managerial implications,
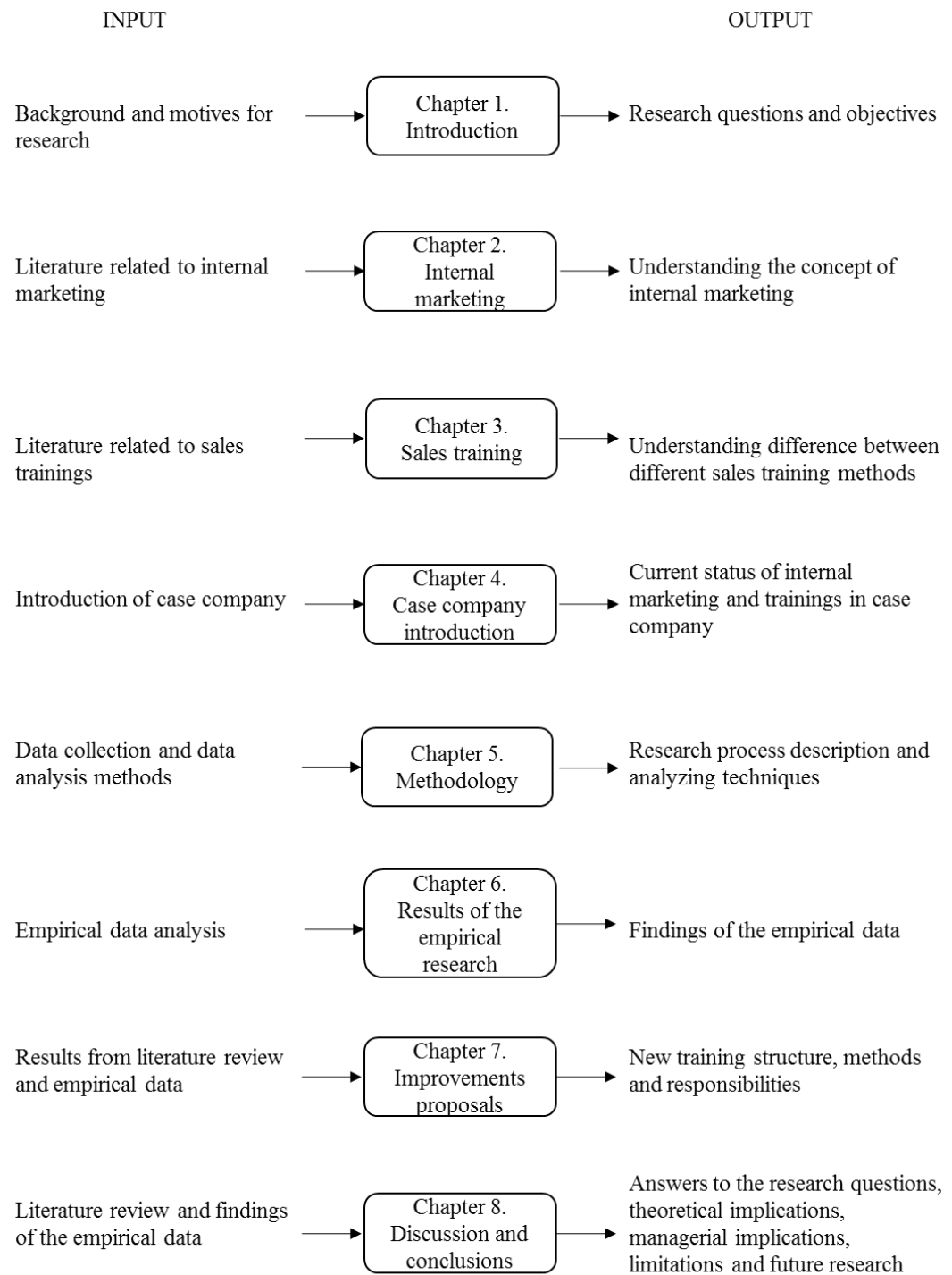   conclusions   limitations and future research

Figure 2. Structure of the master's thesis.

2   INTERNAL MARKETING

This second chapter includes literature review of internal marketing. Following chapters include definition, trends and tools of internal marketing. Majority of the literature are articles and books. The internal marketing is stated to be important especially for the service industry (Yafang & Shih-Wang 2006). There is a strong link between the internal marketing and external marketing (Grönroos 2009; Kaplan 2017; Ahmed & Rafiq 2002). The links between internal, external and interactive marketing are presented in figure 3. External marketing cannot succeed if companies' internal marketing is not succeeding (Grönroos 2009).
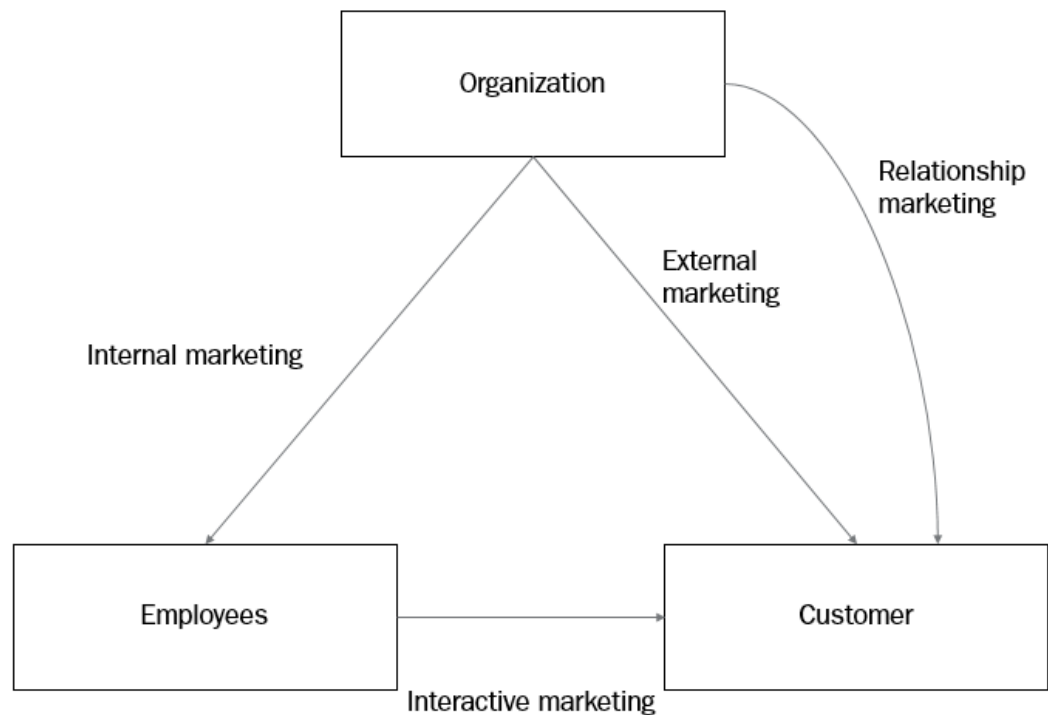

Figure 3. Relationships between marketing (Ahmed & Rafiq 2002).

2.1   Definition and trends

Internal marketing has presented the first time in 1976 in an article written by Berry et al. Since the 1970s there have been huge amount of literature of internal marketing. The most important influencers of internal marketing are Berry and

Grönroos. There is not one clear definition of internal marketing bacause every author has adjusted the definition themselves (Ahmed & Rafiq 2002; Huang & Rundle-Thiele 2015). Some of the authors has stated that internal marketing is a way of thinking, it is a philosophy or a human resource management tool. The diverse definitions of internal marketing are presented in table 2. The first definition was by Berry et al. in 1976 and since that there are more than forty-three definitions. One of the recent definitions of the internal marketing is by Munir et al. in 2015. Kotler defined internal marketing in 1991 cited in Bussy et al. (2003) to be as "successfully hiring, training and motivating able employees to serve the customer well". Some of the internal marketing definitions associated with human resources management practices (Bussy et al. 2003). (Huang & Rundle-Thiele 2015)

Definitions of the internal marketing can be divided to three different perspectives which are human resource management perspective, marketing perspective and strategy management perspective (Yafang & Shih-Wang 2006). Berrys' et al. definition of the internal marketing was presented in 1976. Their definition was the first definition of the internal marketing. Berry et al. defined internal marketing as "employees as internal customer and jobs as products" (Huang & Rundle-Thiele 2015).

Ahmed and Rafiq has created definition of the internal marketing already in 1993 as seen in table 2. Ahmed and Rafiq redefined internal marketing again in 2003. Then the internal marketing was defined as strategy and philosophy to coordinate employees' actions and alignment them. (Ahmed & Rafiq 2003)

According to Grönroos (2009) the main idea of the internal marketing is that products or services need first to be sold successfully to the companies' employees, as they are customers, otherwise companies' external marketing cannot succeed. Companies has noticed that products are not any more the most valuable part of the company, the most valuable parts are customer service-oriented employees. This is because of the growth importance of services in every business area. (Grönroos 2009)

Internal marketing can be utilized also as a management style. Companies' managers can utilize different styles of communication. The different styles of communication are directive controlling, persuasive selling, consultative marketing and relationship marketing. With those styles of management, managers can influence non-verbally and verbally to their organizations' members. Communication channels and tools, which managers can utilize in internal marketing, are presented in the next chapter. (Davis 2001)

Table 2. Definitions of internal marketing (Huang & Rundle-Thiele, 2015, p. 572).

Berry et al. (1976)	IM is a marketing strategy and programme based on communication with employees, the development of their potential and motivating-remunerating those who offer excellent service (also used by Berry, 1981; 1987)
Grönroos (1983)	IM is a strategy for creating a "state of mind" in personnel that will allow customer service effectiveness under a broader relationship management paradigm
Gummesson (1987)	IM is implemented through communication with personnel and culture change mechanisms (also used by Tansuhaj et al., 1988)
George and Grönroos (1989)	Employees in the internal market, where marketing-like activities are used internally, are best motivated to be service-minded and customer-oriented through an active marketing-like approach
Ahmed and Rafiq (1993)	IM is a planned effort through the application of marketing techniques along with human resource management practices to facilitate the implementation of the organisational market objectives (also used by Ahmed and Rafiq, 2000; 2003; Bennett and Barkensjo, 2005)
Ballantyne et al. (1995)	IM is considered to be the process of creating market conditions within the organisation to ensure that internal customers' wants and needs are met
Piercy and Morgan (1995)	IM is a targeted effort aimed at removing interdepartmental barriers and achieving strategic alignment between consumer-affecting employees and marketing
Varey and Lewis (1999)	IM is the philosophy and the behaviour that allow rapid organisational change in response to the company's macro and micro environments
Arnett et al. (2003)	IM is referred to managers can alter the culture of their organisation by hiring, training and motivating employees that are consistent with the new vision

Lings (2004)	IM embodies treating front-line employees as customers and improving their transaction quality
Proctor (2010)	IM is an idea to put employees in the first place for gaining of the organisational purposes
Abzari et al. (2011)	IM is a philosophy of human resources management to develop jobs as products
Munir et al. (2015)	IM advances the notion that the discipline is more than communication tactics – such as workplace posters and employee meetings – or a way to build employee satisfaction

2.2 Internal marketing tools and channels

As earlier stated according to Grönroos (2009) internal marketing is a management philosophy where employees are treated as customers. Internal marketing includes two different styles of management styles, attitudinal management and communication management. Attitudinal management need to be more ongoing management style whereas the communication management can be more as a part-time management style. Companies' employees need information about the daily processes. Especially attitudinal management has a major part in internal marketing with attitudinal management company can gain competitive advantage. Communication management is also important for company, but in many cases companies have only one-way communication with their employees. Managers should be more interested in their subordinates and have more two-way communication with them for example giving feedback and encouraging them. It is important that both, attitudinal management and communication management, are performed in excellent otherwise good results cannot be expected from employees. In internal marketing manager needs to guide company's employees that how they can utilize human resource tools efficiently, for example trainings. (Grönroos 2009)

Internal marketing can be divided to three different functions; internal communication, training and internal market research (Huang & Rundle-Thiele 2015). This model is illustrated in figure 4. There are many different channels in internal communications, which can be utilized in internal marketing. Channels can be divided generally to impersonal and more personal channels. Channels that are

categorized as impersonal are company magazines, newspapers, letters, memos and videotapes. Characteristics of those channels are that they are mainly one-way communication channels and management style is directive controlling. Face-to-face communication is the most convincing communication channel. Vast number of employees can be reached relatively quickly with channels such as company intranets, e-mails and telephone. Utilized media in internal marketing communication can develop or disperse relationships between employees. (Davis 2001)
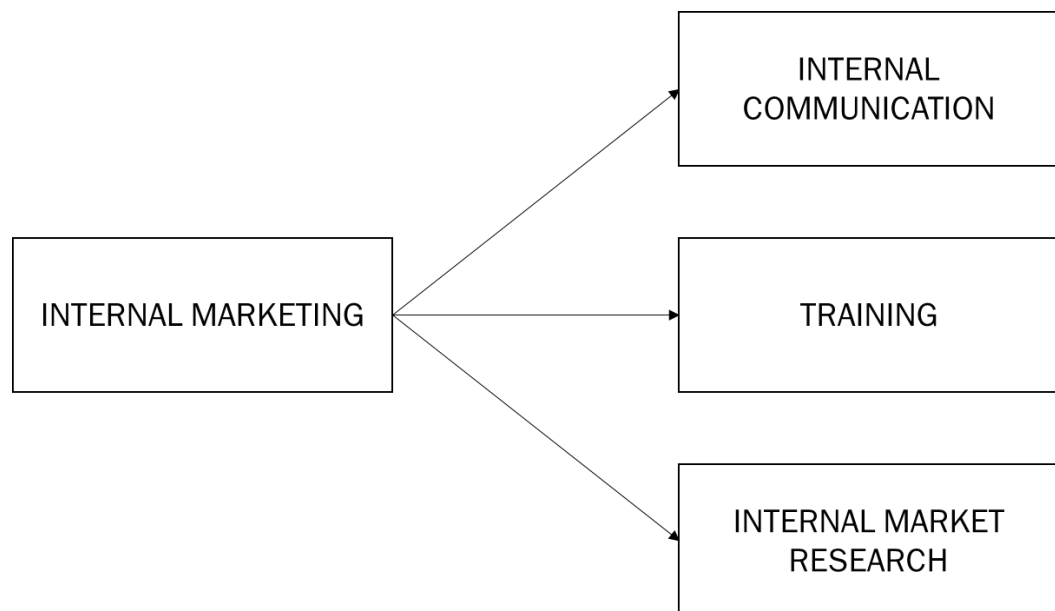
Figure 4. Internal marketing practice model (Huang & Rundle-Thiele 2015)

Training is one of the functionalities in internal marketing. According to Huang & Rundle-Thiele (2015) study internal marketing has a strong relationship with human resource management and the training one of the basic internal marketing tools. The training functionality includes four different categories. Those categories are development programs, service standards, rewards and trainings. Internal market research is another functionality of internal marketing. Market research is an effective tool which is used to examine customers and their needs and wants in any type of industry. Internal market research is a similar tool, but it is used to examine companies' employees. Without utilization of internal market research companies will communicate effectively only to small portion of their employees.

3   SALES TRAINING

Trainings are important part of companies' internal activities because sales representatives' skill level, product knowledge, performance and effectiveness can be influenced by trainings (Attia & Honeycutt Jr. 2012; Fu 2015; Román, Ruiz & Munuera 2002). In the following chapters trends of sales training are introduced and after that several different training methods are introduced. In the end of this chapter training evaluation is presented.

3.1   Trends

Preliminary phase of sales training was started in the 1870s when sales representatives received sales talks. In the beginning of the 1900s sales managers instructed sales representatives how they need to act when meeting customers. In the 1920s the most used training method by the sales managers was direct coaching. Direct coaching was the most used technique for next 50 years. In the mid of the 1950s the first technology was utilized to the trainings, vinyl records. Later in the mid-1970s more technology was introduced, such as eight-tracks and cassettes. By the 1985 it was normal that sales representatives had a lot of records which they listened in a car every time they were travelling. At the same time in 1976 also videos as training materials were introduced. (Stein 2007) In the 1960s and the 1970s training was a growing industry which was enjoying decent amount of government funding and corporate resources. In the end of the 1970s training responsibilities were outsourced because government fund and corporate resources were cut off completely or heavily reduced. (Attia et al. 2002)

Spending on sales training only in U.S. businesses has raised from nearly $ 53 billion at 2010 to nearly $71 billion at 2015 (Training 2015). At the same time with huge spending on trainings, there is increasing criticism of trainings cost and their effectiveness (Lassk et al. 2012). Regarding to training industry report of Training (2015) the most used training method in U.S. companies was Learning Management Systems (LMS) with 73% at 2015. The second most used training method was

virtual classroom/webcasting/video broadcasting with 72%. Sales training are shifting from traditional trainings towards more adaptive and personalized trainings. (Lassk et al. 2012; Bradford, Rutherford & Friend 2017)

3.2   Sales training methods

In this following chapter different training methods are introduced, and characteristic of each method is presented. There are many different kind of training methods available but finding the most suitable method for training is important. Training methods can be split to two different categories which are self-studies and workshops. Methods in self-study category are for example; pre-readings, pre-assignments and training program instructions. Methods in workshop category are for example; case studies, role plays, discussions and on-the-job trainings. The training's needs and objectives should be clearly defined before selecting the training methods. If the training method is selected right, then the training can be successful. (Kupias & Koski 2012) With successful training sales representatives' motivation can be improved (Fu 2015). Also, successful training will have positive impact on sales representatives' product knowledge and sales skills (Fu 2015). It's recommended to utilize both self-study and workshop methods in trainings. (Singh, Manrai & Manrai 2015)

When trainings are planned available resources and limitation of trainings need to be taken account. Also, quantity of training participants needs to be taken account when trainings are planned. Some of the training methods cannot be executed if there are only few participants in the training and vice versa. Training environment can limit available training methods. Trainer needs to adjust training methods during the training if the training environment or quantity of trainees changes during the training. Trainer needs to take all of above things in account when trainings are planned and executed. Before trainings a questionnaire, where is asked participants hopes and expectations towards upcoming training, should be sent to the participants. In that way trainer is able to adjust content and training methods well before the training. (Kupias & Koski 2012)

In the table 3 there are presented the most used training methods from the literature. Few terms from the table need to be clarified. Field travel means that sales managers work directly with other sales managers or shadowing them (Shepherd et al. 2011). Internet-based training consists trainings that are held in internet, for example e-learning. Blended learning means that multiple different methods are utilized in the training.

Table 3. Most used training methods from literature.

Anderson, Mehta & Strong (1997) N=123	Used in trainings: Group discussions – 72% Role playing – 64% Case studies – 50%
Román, Ruiz & Munuera (2002) N=115	Used in trainings: On-the-job trainings – 53% External courses (< 5 days) – 67%
Kauffeld & Lehmann-Willenbrock (2010)	Used in trainings: Lectures by the trainer Teamworks Role playing
Powers, DeCarlo & Gupte (2010) N=145	Used in trainings: Group discussion – 67% Role playing – 61% Case studies – 55% Internet-based training – 53%
Shepherd et al. (2011) N=178	Used in trainings: Role play – 88% Field travel – 81% Workshop– 87% Case studies – 79% Online streaming video – 45%
Gordon et al. (2012) N=355	Used extensively in trainings: Role play – 36% Field travel – 37% Workshop – 32% Case studies – 14%
Training (2015) N=777	Used in trainings: Classroom – 46 % Blended learning – 32%

	Only internet-based training – 26%
LinkedIn (2017) N=500	Used in trainings: Instructor-led classes – 78% Peer-to-peer coaching – 61% e-learning (in-house) – 58% e-learning (external provider) – 49%

3.2.1 Activating lecture

Activating lecture is more sophisticated training method than normal expert lecture, in the expert lecture focus is only on trained issue. Activating lectures include more interaction between trainer and trainees than normal expert lecture. Activating lecture is the most suitable training method for trainings where the training target is to expand and strengthen trainees' knowledge base. In activating lecture, the trainer is the main source of the knowledge, other sub sources of knowledge can be defined such as presented materials, literature and participants of the training. (Kupias 2007; Kupias & Koski 2012)

Activating lectures' idea is that the lecture consists from many small, 15 to 20 minutes, info packages. After each info package trainer will present a number of questions and trainees are instructed to discuss with each other about the trained issue. The impact of the trained issue to the trainees' normal work is discussed in those interactions with each other. The presented questions will activate trainees to think and process the issue by themselves. The main idea of those interactions and questions are not only to keep trainees awaken during the training but to increase trainees' self-thinking. Because of the interaction between trainees' and the trainer, this training method boosts better trainees learning than traditional expert lecture. (Kupias 2007; Kupias & Koski 2012)

Good activating lecture takes trainees' existing knowledge into account in the trainings. Trainer needs to communicate and find out trainees' existing knowledge, thus the training content can be adjusted in every training. It's very important in all trainings that the training targets are defined clearly, and participants of the training know them. Learning targets need to be defined also for each training delivery

methods. One feature of a good activating lecture is that trainees feel that learning is meaningful for them. It's also important to entirety of the training are presented in the beginning of training because this will help trainees to understand what is trained during the training. It's also important that training is progressed in logical order and trained issues have clear boundaries. Other good feature of activating lecture is that training atmosphere is pleasant and relaxed because in this kind of atmosphere trainees tend to learn easier. Trainer can influence on the atmosphere with their own attitude toward trainees and the trained issue. The most important thing in activating lecture is that there is communication between trainees and also between trainer and trainees. (Kupias 2007)

3.2.2 Role play

All of the trainings are not just learning new or expanding trainees' knowledge base. It's also important to exploit and practice learned knowledge in safe environment without harming existing customer relationships. One good training method for exploiting knowledge base is a role play. Buyer-seller situation is one of the most used situations in role playing. Role playing can also be broken up for smaller pieces which can be simulated, for example opening first customer meeting or defect objections. Main idea of the role play is to simulate situation where trainees take a role and communicate with other trainees' role (Kupias 2007). (Kupias & Koski 2012; Jobber & Lancaster 2015; Bashaw, Ingram & Keillor 2002)

Role playing needs to divide to three different sections; preparation phase, actual role playing phase and analyzing phase. Purpose of the preparation phase is to define theme, roles and problem for the trainees. In this phase it is also important to introduce method and its benefits to trainees if they do not know the role play training method. Instructions of the upcoming role play are given also in this phase and the instructions are suggested to be given in written form. It's good to activate all the participants of training. Those who are not playing role in the training can be in observer role. The second phase is the actual role play where the predetermined situations are simulated. It is good to reserve about five to ten

minutes for actual role playing but of course needed time depends on the selected simulation. If participants of the role play have clearly frozen to some situation and cannot continue, trainer needs to stop role playing and continue role play with some other trainees. But if trainees are stuck in important situation the trainer needs to give trainees the needed time to survive from it. Last phase of the role play is the analyze phase. In this phase the played situations are analyzed by the trainer and other participants of the training, the observers. Trainer, observers and trainees with roles discuss together how the simulated situations have gone and give feedback from the role play. In this phase, when the simulated role play is discussed, trainees should realize how to utilize learned things in their daily work situation. (Kupias 2007)

There may occur problems in role playing for example some of the trainees may feel that role plays are useless and will not take role plays seriously enough. To ensure that trainees understand the idea of the role play, it is good to provide a video, where the idea of the role play is shown, before the training (Bashaw, Ingram & Keillor 2002). One of the key advantages of the role play as a training method is that sales representatives are able to test learned issues in safe environment without harming existing or new customer relationship (Bashaw, Ingram & Keillor 2002). (Jobber & Lancaster 2015)

3.2.3 Case study

When sales representatives need to develop their analytical skills the most appropriate training method is case study. The idea of case study is that different situations are analyzed in term of identifying their weaknesses and opportunities. Trainees need to give the recommendations for next steps based on the weaknesses and opportunities of the studied case. Selected cases can be based on real life examples, but the cases can also be imagined or combination of both. Case studies which are based on real life context are more supportive to the trainees' learning. (Jobber & Lancaster 2015; Kupias 2007)

Case study can be utilized in the beginning of the training to find out in which certain areas trainees' knowledge lacks. Case studies can be utilized also in later phases of the trainings. Later in the training case study can be utilized to improve trainees' problem solving skills and applying knowledge. Case studies can be utilized in multi-purpose ways such as a practice case where trainees need to utilize skills which are learned earlier in the training. Case study can be utilized also as a decision making case where trainees need to make decisions based on given case example. One of the applications of case study is where trainees need to analyze cases' most important features. In principle role play is one application of case study but it's developed furthermore than the case study because there is implemented also actions between the trainees. (Jobber & Lancaster 2015; Kupias 2007; Kupias & Koski 2012)

During the training appeared experiences of trainees' can be utilized in case studies, only if the trainer is skilled enough. A good case study includes at least one or several issues which are trained in trainings. In this way trainees are able to improve their knowledge. It is recommended to develop small groups of trainees to examine the case study. After examination trainees need to present their results verbally or in written form. Disadvantages of case study is that it may be laborious for trainer to create it. When the case is prepared well, those are not usually disposables cases. (Kupias 2007; Kupias & Koski 2012)

3.2.4 World café

The World Café training method has been developed in 1995 Juanita Brown and David Isaacs home by group of academic and business leaders (The World Café). This training method has multiple names, for example World café and Learning Café. There are small detailed differences between different learning methods, but the main idea is same in every one of them. The main idea of this training method is that discussion and interactions will rise several different perspectives and ideas of the trained issue. This kind of training method is most suitable when purpose of the training is to create common meaning or creating ideas (Kupias 2012). Usage

of this kind of training method has expanded because it has shown the advantages in solving problems quicker and easier (Chang & Chen 2015). (Kupias 2007)

The concept of world café is that the trainees are divided to a few small groups. Each group has their own issue that they will discuss about. Those small groups will discuss for several minutes from certain issue. Each group has their "table leader" whose responsibility is to keep up discussion in the table. The table leader has a permanent position in the table. Other members of the table will rotate their positions to new table after discussion session. Table members will rotate their positions as many times until they have participated discussion in every table. During the discussion trainees and selected table leader will write down the ideas, perspectives and comments of the discussed issue. After the discussion session participants will reform the original teams and the table leader in every group will summarize others' discussion sessions main points to the original team. This training method reminiscent of mind map where trainees discuss and write down issues. (Chang & Chen 2015; Kupias 2007)

3.2.5 E-learning

Usually traditional way delivered trainings may be really time consuming for the todays sales representatives to attend for a few days. Alternative way of delivering trainings is by e-learning. E-learning can be defined as learning which is provided with electronic technology (Lassk et al. 2012; Aparicio, Bacao & Oliveira 2016). E-learning is constantly developing training concept. First application of e-learning, Computer-Assisted Instruction (CAI), was developed in 1955. The concept of e-learning was introduced for the first time by Mary White in 1983. (Aparicio, Bacao & Oliveira 2016; Jobber & Lancaster 2015)

Advantages of e-learning in the literature are mainly focused on flexibility and its cost advantages. E-learning is flexible because the trainees are able to participate to trainings where and when ever the time is most suitable for them. Trainings are not any more tied to certain location or time, and trainees can attend to the training for

example from their home offices. Other advantage of the e-learning is the cost savings, although creating the e-learning materials may take a lot of time and resources. The cost savings are coming from the time saving which are due to less time on travelling and away from the job. Also, advantage of e-learning is that with e-learning large number of trainees can be trained with the same materials. In the long time frame updating e-learning content can be done in relatively little additional costs. (Jobber & Lancaster 2015; Macpherson et al. 2004; Klimova & Poulova 2011)

E-learning does not have any particular pedagogical framework which should be followed. Anyhow there is a basic framework which should be taken account when e-learning trainings are planned. In the beginning of the training the training objectives should be clearly presented. It is also important to present the content of the upcoming training. In the end of the trainings it is good to evaluate the training and providing the feedback for trainees. (Klimova & Poulova 2011)

Micro learning is defined as bite-sized learning content and its best utilization application is the e-learning. Micro learning can be also mixed to traditional classroom learning via short video-clips or animations. As the definition of micro learning is small, bite-sized learning content, the duration of the micro learning should be from several seconds up to maximum of 15 minutes. In the literature recommended length is from three minutes to seven minutes. One of the main advantages of utilizing micro learning is that it will sustain trainees' interest in learning. Also, other important advantage of micro learning is its mobility. Learning is enabled on any location and time because learning is delivered in small contents and provided via internet or mobile application. Micro learning has also some disadvantages. The content of each micro learning unit needs to be designed to have only one learning objective. Otherwise the length of the micro learning unit will be too long. Other disadvantage of micro learning is that units need to be created rapidly if teaching content changes constantly. Another disadvantage of micro learning is that it is not suitable method when trainees need to learn completely new

skills. The most appropriate usage of micro learning is to maintain trainees' skills. (Lau et al. 2018; Žufić & Jurcan 2015; Jomah et al. 2016)

Based on Shepherd et al. (2011) study internet-based training, for example e-learning, are becoming more dominant training method in future. According to Hammond (2001) study cited in Macpherson et al. (2004) states that 80 % of companies in the Fortune 500 list are using or planning to use e-learning training method and they expect a remarkable return on investment (ROI). E-learning has become part of learning in universities and in companies. Universities provide courses and companies training on e-learning platforms. (Klimova & Poulova 2011; Lau et al. 2018)

3.2.6 Video and live video streaming

Technology has improved a lot from the beginning of the sales training and more advanced technology will be more vital part of delivering the trainings in future (Lassk et al. 2012). Based on Kurio (2016) conducted study different forms of videos, for example videos and live streaming videos, will increase their presence especially in companies' marketing activities. Videos can also be used in companies' internal trainings, for example product training videos can be uploaded to YouTube. Videos in YouTube can be specified to be private. Only the companies' employees can access the videos when the videos specified as private. Live video streaming can also be utilized in the companies' internal trainings and internal commutations (Vuoti 2017). (Miller 2011)

YouTube Live is a platform which can be utilized for live video streaming (Miller 2011). There are also other platforms where live video streaming can be utilized, for example Facebook Live, IBM Cloud Video, XSplit and Periscope. With those live video streaming platforms, it is relatively easy to start broadcasting because only equipment that is needed are a camera and a microphone, those are already found in smartphones or laptops. (Moreau 2017)

Videos and live streaming videos are excellent additional training delivery methods to enrich classroom trainings. Short videos, which has utilized micro learning, can be used in supportive role at the trainings (Žufić & Jurcan 2015). Utilizing live video streaming in internal training can produce cost savings due to reduced need to travel (Vuoti 2017). Some of the trainings can be completely conducted by live video streaming; there can be multiple different trainers and short video content streamed to participants of the training.

3.2.7 Coaching

As earlier stated coaching is one of the oldest training method. Coaching can be defined to include in on-the-job trainings. This means that coaching is done during normal job duties. Coaching is very effective training method from learning point of view and it has a positive influence on sales outcomes when it is conducted successfully. Coaching can be performed in individual or group bases but most commonly coaching is done in individual bases. Coaching can be defined as interaction between learner and their supervisor. A coach can also be hired from the external coach providers. Coaches' responsible is to help their subordinate learn the required tasks and skills to perform well in their job. Coaches' responsible is also to improve employees' performance. Coaching can concern actual case or larger part of employees' knowledge development. (Kupias 2007)

Interaction between learner and coach can be done by meetings, emails and phone calls. Coaching process can last from a few months to years or it can be part of a larger training program. Coaching is great support for the learning process because some of the sales representatives may learn better when they get feedback from the coach. According to Chonko et al. (2002) study cited in Bradford, Rutherford & Friend (2017) learners' manager has an important role in increasing learning. When managers give developmental support for their employees, trainees are more committed learning their jobs. (Bradford, Rutherford & Friend 2017; Kupias 2007)

3.3 Training evaluation

Only by evaluating training with its effectiveness and outcome, can be said if training has been successful or not. In 1959 Donald Kirkpatrick introduced the four-level training evaluation model. This Kirkpatrick's four-level training model, which is presented in table 4, is a great tool for evaluating trainings. Model has been divided to four different elements; *Reaction*, *Learning*, *Behavior* and *Results*. Evaluating all those different elements through, you can get robust understanding effectiveness of your trainings. Level 1 (*Reaction*) and level 2 (*Learning*) are easier and less time-consuming to evaluate than level 3 (*Behavior*) and level 4 (*Results*). (Attia & Honeycutt Jr. 2012; Honeycutt Jr. et al. 2015)

Table 4. Training evaluation elements (Honeycutt Jr. et al. 2015).

Evaluation level	Description
Level 1. Reaction	Focus of this evaluation level is on overall training event and how trainees respond to training.
Level 2. Learning	Focus of this evaluation level is on to measure; what trainees has learned during the training.
Level 3. Behavior	Focus of this evaluation level is on to measure how well trainees has utilized learned new knowledge to the daily job.
Level 4. Results	Focus of this evaluation level is on to measure how training have impacted to results.

In level 1 focus is on how trainees react on training program. This level can also be called as a "happiness sheet". In level 2 focus is on what trainees have learned and how much their knowledge has increased due to training. Levels 1 and 2 can be easily evaluated in the end of trainings. Those levels provide valuable information

about the trainings but they both are also criticized. Level 1 is criticized because training environment, expectations of training and catering may have impact to the rating results, which are not in trainer's control. Level 2 is criticized because trainees can learn new from trainings, but they cannot implement learned things on to job. Although those levels are criticized, they provide valuable information about how trainings can be improved for future. (Attia & Honeycutt Jr. 2012; Honeycutt Jr. et al. 2015)

In level 3 focus is on evaluating how trainees have adapted new knowledge and transferred it to their daily job. Basically, this means screening trainees' behavior and comparing it to training what they received. More complex level 3 needs more time and resources to evaluate. The needed resources are:

- longer time frame for change to happen

- developed experimental design and analytics

- random samples or complete respond rate

- interviewing or surveying participants of the training, their managers, subordinates and key customers

- conducting interviews and surveys over again and

- inspecting cost and benefits.

In most complex level 4 focus is on evaluating that how well-set objectives of trainings have been fulfilled from results' point of view. Results can be evaluated either individual or organizational level. When evaluating results, it needs to be taken account that sales may vary on territorial or seasonal level then evaluation result is distorted. (Attia & Honeycutt Jr. 2012; Honeycutt Jr. et al. 2015)

3.4   Trainer requirements

In this chapter characteristics of good trainer will be examined. Good trainer can be seen when trainer has excellent expertise of the trained issue. Also, capabilities for guiding the learning process is seen important for good trainer. Trainers' presence in training is seen to be very important because it will indicate for the trainees that

trainer is available during the training. It is hard to be a convincing trainer if trainer does not respect own expertise and self-esteem. Trainer may have to decline some trainings if their focus is out from trainers' expertise. Trainer has also to respect participants and their expertise. It is important for a good trainer that he or she is able to listen trainees' opinions and build connections between the trained issue and trainees' world. Trainers' enthusiasm is also important in trainings because it will affect to the training atmosphere in positive or negative way. Also, trainer has to be humble because trainer is there for assist and support trainees with their learning. It's important for a good trainer to be charismatic but it's more important to be expert in the trained issue and interactions with trainees. (Kupias & Koski 2012)

Good trainers' checklist adapted from Kupias & Koski (2012):

- Trainees are there for learning, not to see you as a presenter
- Active trainees with discussion and questions
- Remember that non-verbal communication affects to the training
- Do not hide behind computer or desk, move along in the training room.

4 CASE COMPANY INTRODUCTION

In this chapter the case company, its main actions and current state of internal marketing and sales training activities are presented. The main point of this chapter is to get familiar with the case company and its current internal marketing and sales training activities.

4.1 Case description

History of Konecranes has begun in 1910 when KONE Corporation was founded, in that time KONE Corporation was electrical motor repair shop. In 1933 KONE Corporation started to build electric overhead cranes mainly for pulp, paper and power industry. In 1950's KONE Corporation entered to the harbor cranes market. At the same time this business area enjoyed strong growth due to post-war economy. In 1973 KONE Corporation started to expand with first international acquisition from Norway (Wisbech-Refsum), later on other acquisition has done in 1983 from U.S. (R&M Materials Handling) and in 1986 from France (Verlinde). (Konecranes 2017a)

In 1988 KONE Corporation separated elevator and crane manufacturing to separate divisions. In 1994 KONE Corporation listed on the Helsinki Stock Exchange and same time crane manufacturing separated to independent company, and KCI Konecranes was formed. Few years later in 1996 KCI Konecranes listed on the Helsinki Stock Exchange and was recognized as internationally company. (Konecranes 2017a)

First acquisition was done in 1997 when KCI Konecranes acquired MAN SWF Krantechnik and other smaller acquisitions were done in 2000. In 2002 KCI Konecranes received full business licensees with a license to export and import, in China. It was also the first crane company which received full business license in China. In 2004 KCI Konecranes acquired SMV Lifttrucks and later next year in 2005 made acquisition with material handling division of R. STAHL AG. In 2006

MMH Holdings Inc. were acquired which brought growth opportunities for Maintenance Services. Same year in 2006 KCI Konecranes launched new brand identity and KCI was left out from the brand name. Same time with new brand identity Konecranes introduced new slogan Lifting Businesses TM. (Konecranes 2017a)

Konecranes has expanded its product range and market penetration through several acquisitions:

- Consens Transport Systeme GmbH from German in 2007
- Machine tool service (MTS) companies, Kongsberg Automation AS from Norway and Reftele Maskinservice AB from Sweden in 2007
- Eydimen 2000 S.L., Ausió Sistemas de Elevación S.L. from Spain in 2008
- Load-handling solutions with aluminum rail systems and manipulators in 2009
- Sanma Crane manufacture Co. Ltd. from China in 2009
- Six MTS companies from Denmark, UK and U.S. in 2010
- Strategic alliance with Kito Corporation from Japan in 2010
- WMI Cranes Ltd. from India in 2011
- Saudi Cranes & Steel Works Factory Company Limited from Saudi-Arabia in 2011
- Terex's Material Handling & Port Solution from U.S. in 2017. (Konecranes 2017a)

Those acquisitions have strengthened Konecranes' presence in market and also grown the company size. Konecranes has not only acquired companies all over the world, but has also sold company shares, for example in 2016 Konecranes sold their shares of Kito Corporation. Regarding to the latest acquisition with Demag, Konecranes has signed agreement that obligate to divestment STAHL business. During the year 2017 Sanma Hoist & Cranes Co. was divested. In the end of the 2017 also Morris Middle East Ltd. was divested also, this divest included to the STAHL divestiture. (Konecranes 2017a; Konecranes 2018)

In figure 5 are shown Konecranes' main locations including production, sales and service. Konecranes has corporate and EMEA region headquarter located in Hyvinkää, Finland. Europe, Middle East and Africa countries are included to EMEA region. APAC region headquarter is located in Shanghai, China. Asia and Pacific countries are included to APAC region. AME region headquarter is located in Springfield, Ohio. All America's countries are included to AME region. Sales and service locations are nearly located in every continental. (Konecranes 2016, Konecranes 2017b, pp. 18)
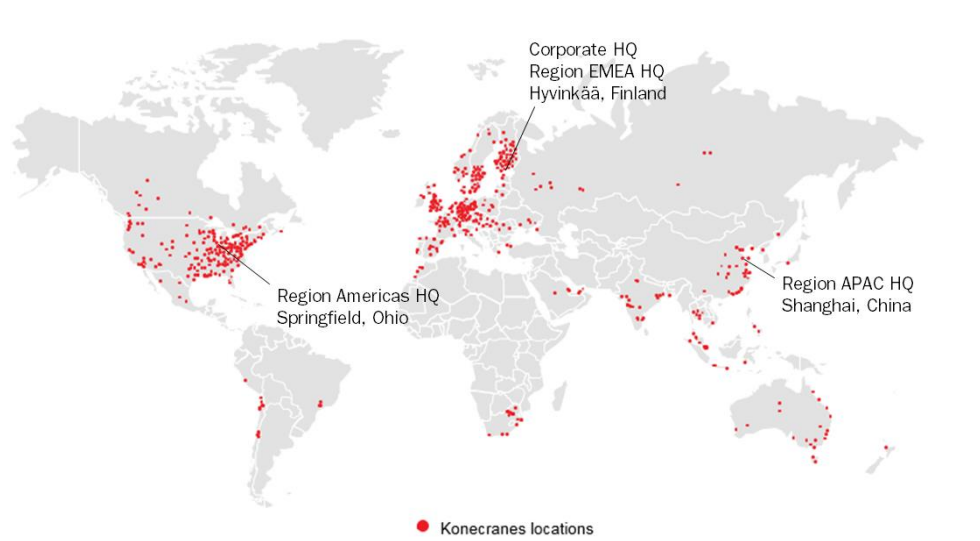

Figure 5. Konecranes main locations in 2016 (Konecranes 2017d).

In figure 6 is shown Konecranes' key numbers which includes all Konecranes' brands. In year 2017 Konecranes corporation has around 17 000 employees. As the map presents in figure 5, Konecranes has active business nearly in 50 countries and 600 locations. Sales are divided for two parts; equipment and service. Equipment sales cover 60 % of total sales, when service sales cover 40 % of total sales. Total sales in 2016 were nearly 3,3 billion Euros. From region-based view EMEA region was the biggest. EMEA region covered 52 % of total sales and 61 % of employees and 10 production plants in 2016, largest market was in Germany and United Kingdom. AME region covered 31 % of total sales, 20 % of employees and 5 production plants in 2016, largest market was in United States and Canada. APAC region covered 17 % of total sales, 20 % of employees and 4 production plants in

2016, largest market was in China and India. (Konecranes 2018; Konecranes 2017d; Konecranes 2017b, p. 4-18)
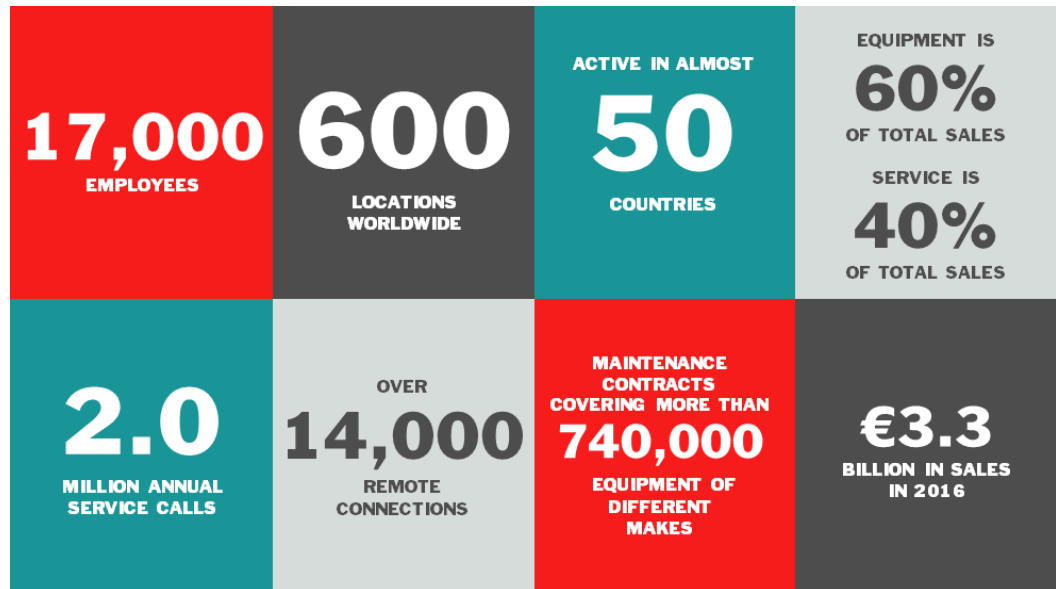
Figure 6. Konecranes company key numbers in 2017 (Konecranes 2017d).

In figure 7 are presented Konecranes both Business Area Service and Equipment product portfolio. Business Area Equipment offers components, cranes and material handling solutions for an extensive range of customer and industry. Equipment product portfolio includes:

- Industrial crane product
- Industrial crane solutions
- Workstation lifting systems
- Components
    - Electric chain hoists
    - Wire rope hoists
    - Crane kits
    - Manual hoists
- Nuclear cranes
- Container handling equipment
- Cranes for intermodal terminals
- Shipyards cranes

- Lift trucks and reach stackers. (Konecranes 2017b)

Business Area Service offers comprehensive service which includes maintenance, modernization and spare parts for all Konecranes' brands cranes, hoists and port equipment. Konecranes provides service also for other crane manufacturer brands. Konecranes offers also service products, such as inspections, several different kinds of consultation services, preventing maintenance programs, repair and improvements, remote and on-call service. (Konecranes 2017b, pp. 2)

Figure 7. Konecranes product portfolio (Konecranes 2017d).

Konecranes uses the group's brand strategy where Konecranes' master brand is centered. Other brands which are included to brand portfolio are freestanding power brands. Konecranes uses two different kind of sales channels for master brand and power brands. Konecranes' master brand uses direct sales channel to end-user when power brand products are sold to distributors and crane builders. Konecranes' power brands in 2016 are R&M, Morris Crane Systems, Verlinde, SWF Krantechnik and Sanma Hoist & Crane. (Konecranes 2017b, pp. 26)

4.2   Current state of internal marketing and sales training

Internal marketing activities and channels are currently utilized well in Konecranes. Konecranes has utilized well different channels from corporation level internal magazines to most personal face-to-face communication between superior and employee. Also document sharing utilized well, in short time vast number of employees are easily reached. Product Manager's one responsible is to share all the information which is related to certain products. Product Manager gets information from different departments and shares the needed information for front-line sales representatives. Information channels that are used are e-mails, Yammer, Konecranes intra pages, meetings and face-to-face communications. Communication channels that are utilized in Konecranes is presented in figure 8.
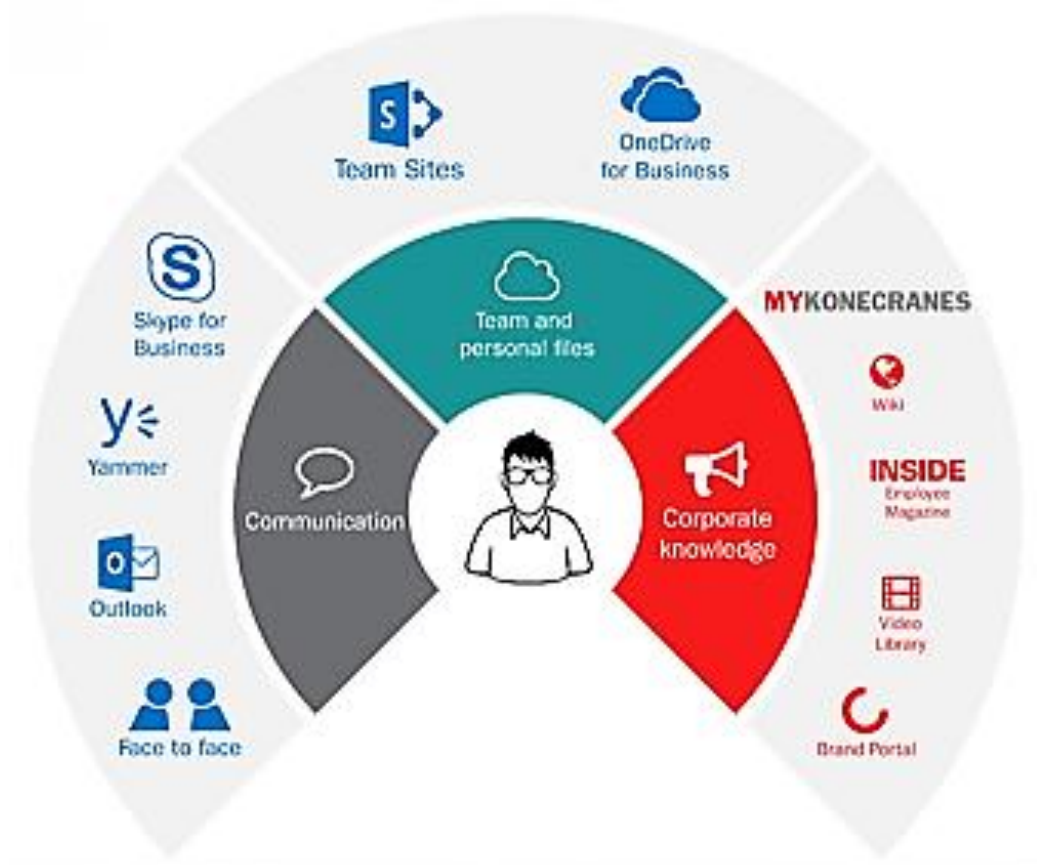
Figure 8. Internal communication channels (Konecranes 2017c).

Currently trainings are held mainly by request from the front-line sales area directors. There is not any regular training schedule which would be followed. In some cases, trainings are pushed from the product management team. Currently the Product Manager trains all sales representatives from each country. The current training process and its information flow is illustrated in figure 9. The current process of product trainings strains product managements team a lot because all of the training responsible is only on product management team.

Product Manager collects information from different departments (e.g. from marketing, Q platform and automation departments) and then forms the training materials for each training. Product Manager's responsible is also to collect feedback of the product from sales representatives and then lead ideas and feedback back to Q platform which administrates the generic product.
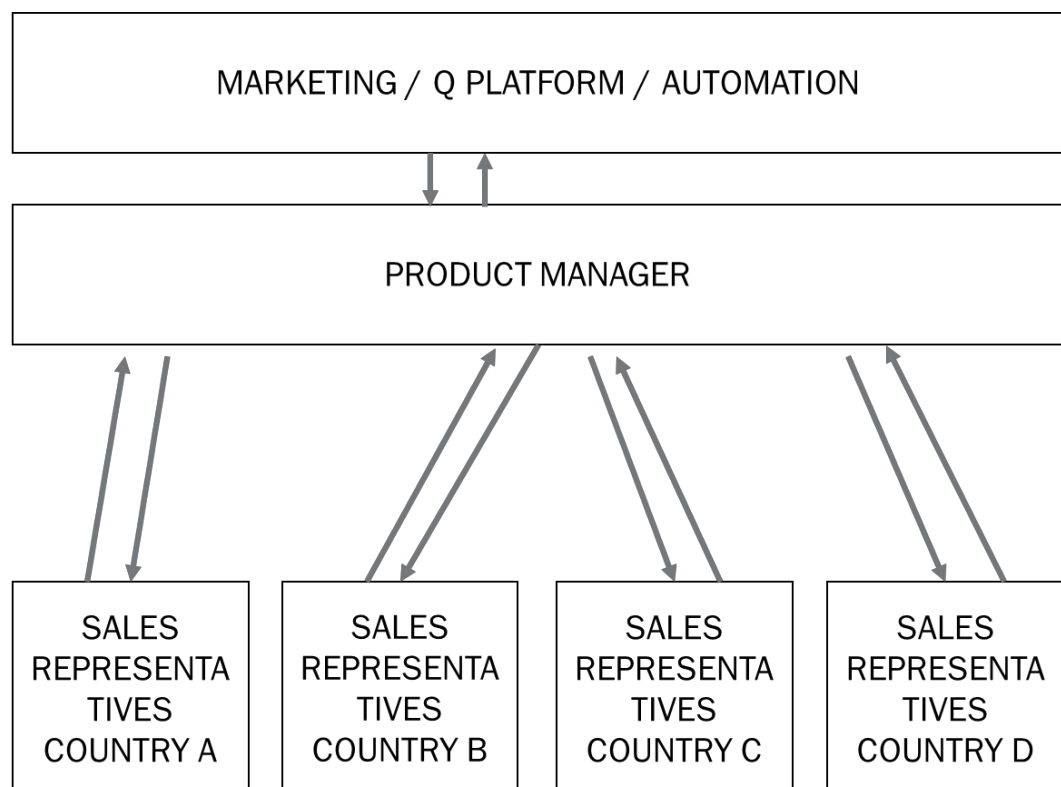
Figure 9. Current process CXT product trainings in Konecranes.

In current trainings, training methods are limited mainly to seminar style trainings. Product Manager presents a lot of PowerPoint slides and trainees sit, listen and

learn. Trainings and the presented materials are only in English because corporation language is English, and trainers have limited language skills. During the presentations trainees are allowed to raise up questions and discuss about them.

Generally current training can be described as information push events where lot of information is given to trainees. Of course, the presented training material is given to the trainees after the training. Then the trainees can read and rehearse the materials by themselves afterwards.

5   METHODOLOGY

In this methodology chapter thesis' research approach, data collection and analysis techniques are presented. First, research approach and data collection techniques are presented. Later in this chapter data analysis technique is presented.

5.1   Research approach

As the goals of this thesis were to examine the current practices of the internal marketing and training, and how the internal marketing and trainings practices should be changed to improve sales representatives' knowledge level and increase sales. In order to get a robust picture of the problem, this thesis utilized exploratory research as a research design. The goal of the exploratory research is to find new insights and find what is happening (Saunders et al. 2009, pp. 139-140). Qualitative research is used commonly in business studies because it provides deeper understanding of the studied issue (Eriksson & Kovalainen 2008, p. 5; Marschan-Piekkari & Welch 2004, pp. 109-111; Saunders et al. 2009, pp. 145-146). This study adopted inductive qualitative research approach. The inductive approach means that data is collected first and after that theory is developed as a result of analyzed data (Saunders et al. p. 124).

This master's thesis employed case study strategy. Case study was selected as research strategy because it is based on real-life context and its phenomenon (Marschan-Piekkari & Welch 2004, pp. 110-111). For this case study used data collection techniques are such as semi-structured interviews, questionnaire and secondary data. Collected data is illustrated in table 5. Multiple sources of data ensure that issue is studied from multiple angle. The questionnaires' target audience is company's sales representatives in east and mid EMEA region. The questionnaire and detailed answers are presented in appendix 1. Semi-structured interviews' target audience are case company's Product Managers. Used interview frame and its summarized answers are presented in appendix 2. The other semi-structured

interview was conducted individually with three sales representatives. Its questions and summarized answers are presented in appendix 3. In all of the semi-structured interviews during the interview interviewees' answers main points were written down for the future need. One of the interviews were also recorded to get all the needed information from the interview.

Table 5. Used empirical data.

Data collection technique	Target audience	Location	Total participants	Total respondents
Questionnaire	Sales representative	Sales trainings in EMEA	50	29
Semi-structured interview	Product managers	3 Face-to-face in Finland, 1 by Skype	4	4
Semi-structured interview	Sales representative	Sales trainings in EMEA	3	3

When the questionnaire was conducted in the end of sales training it was explained what is the meaning of this questionnaire and what is studied. It was emphasized why trainees should response to the questionnaire and their response is important and now is time that they could affect for future training needs. At the same time trainees received link to the questionnaire by e-mail. The questionnaire was provided totally for 50 persons in EMEA region and 29 persons gave their respond, thus the respond rate was 58 %. Semi-structured interviews were conducted with three individual sales representatives in the end of the other EMEA sales training in September 2017. The length of interviews with sales representatives varied from 10 minutes to 20 minutes. The other semi-structured interview was conducted with four Product Managers in Konecranes corporation. In the beginning of the interview the purpose of the interview and its impact to the master's thesis were discussed with the interviewee. Three of the interviews were conducted face-to-face in

Finnish and one of the interviews was conducted by Skype in English. Three of the interviews were conducted during September 2017 and one interview during November 2017. The length of the interviews with Product Managers varied from 38 to 58 minutes.

In this thesis purposive sampling was used to get data from selected markets (Saunders et al. 2009, pp. 237-240). The EMEA region was selected for three reasons. Firstly, EMEA region was selected because it is largest markets for Konecranes, especially in Germany Konecranes has large markets present. Secondly, in EMEA region was planned to execute two different sales trainings in the beginning of thesis project. Thirdly, EMEA region assumed to provide rich and useful data for answering the research questions.

5.2   Data analysis

Analyzing qualitative research data can be difficult because there are available multiple different analyzing styles and some of the analyzing styles has quite loose rules (Hirsjärvi, Remes & Sajavaara 2009). In this thesis the collected data was analyzed with the inductive approach. In the inductive approach data is collected and analyzed to find out themes which need to concentrate on. The inductive approach is less structured and relies more on interpretation. The inductive approach is seen as challenging strategy for an inexperienced researcher. Inductive approach may not lead to success if researcher does not examine the data during data collection process. (Saunders et al. 2009)

The qualitative data, that was collected, was analyzed utilizing thematic analysis. The goal is to find out similar themes from the collected data. Answers of the conducted questionnaires were categorized for two categories, positive and negative aspect on the answers. With the categorizing data it is easier to find the relevant issues from the answers (Saunders et al. 2009). In this way, comparing and analyzing answers with each other, different themes raised up more easily. Conducted interviews answers were summarized to key points. Utilizing answer

summarizing it is easier to find out themes and issues from the answers (Saunders et al. 2009).

5.3   Quality of the findings

In every research there is a need to evaluate the quality of the research. There are available multiple different ways how to evaluate the quality of the research. The traditional way of evaluating quality is to evaluate validity, reliability and objectivity. Lincoln and Guba have recommended to evaluate the quality of research with credibility, transferability, dependability, confirmability and applicability. (Wagner et al. 2010) This research's quality is evaluated with following aspects;

The credibility of the research is achieved when the results are believable from participants' point of view (Wagner et al. 2010). Participants of this study will have an opportunity to read this research through and give their comments if they disagree in some results. The transferability of the research is achieved if the results of the research can be generalizable (Wagner et al. 2010). Due to the research is conducted by exploratory approach with a single-case, the results cannot be straight transferred to other industry environment without further research to confirm the results of this research in another environment.

The dependability of the research is achieved if the research can repeatable and the result will be the same than in the original research (Wagner et al. 2010). Results of the questionnaires and interviews are available. Therefore, some other researcher is able to repeat the research again. The confirmability of the research is referring to the role of the researcher (Wagner et al. 2010). The results of the research have been confirmed internally in the case company. The applicability of the research refers to used research methods (Wagner et al. 2010). Due to the research aimed to get deeper understanding of studied issue, the qualitative research methods provided this.

6   RESULTS OF THE EMPIRICAL RESEARCH

In this chapter semi-structured interviews and questionnaire will be examined. The target audience of semi-structured interview consisted of four Product Managers from the IC product management team and three IC EMEA sales representatives. The target audience of the questionnaire was sales representatives whom participated for two different sales trainings in EMEA region during September 2017. More detailed answers of the questionnaire are found from appendix 1. Main points of the sales training questionnaire are presented in following chapter. The results are presented as combined results from two sales trainings.

6.1   Findings from the questionnaire

Nearly all participants have sales force related job description, only few participants (2 participants) have job description which is not directly related to selling cranes. 48% of participants were between 45-55 years old, second largest group were 35-45 years old with 34%, 25-35 years old were 10% and over 55 years old were 7%.

How long you have been selling CXT / SMARTON / SM / UNITON?

45% of participants have over 10 years' experience of selling Konecranes CXT/SMARTON products, 38% have 5-9 years' experience, 10% have less than a year experience and 7% have 2-5 years' experience. Age and especially experience varied a lot in trainings. In the same training there were highly experienced sales representatives and less experienced.

How valuable was this sales meeting?

45% of participants thought that arranged sales training was generally very good, 28% of participants thought that it was excellent, 21% it was good and 7% that is was satisfactory. When evaluations of those two different trainings are compared, either of the trainings were not valued as sufficient. Trainings were valued nearly

same in satisfactory and very good levels. Only good and excellent levels differed a lot, the other training was valued to be excellent 29,5 percentage points better than the other one. Then vice versa other training was valued to be good 26,5 percentage points better than the other one. The reason for this difference may occur in hands-on training section in the other arranged sales training. Few sales representatives were not satisfied to the hands-on training.

Open feedback of sales meeting.

Many of respondents were satisfied of the trainers input for the training and very pleased of how well trainings were organized. Participants hoped that training should be arranged more often because it was great to discuss and share knowledge with other colleagues. Few negative feedbacks were given which concerned that some presented materials were out of sales representatives focus area. Some respondent answered that the trainings should be carried out in local language. This same theme has risen up also in other questions.

Are training sessions kept frequently enough?

Most of the respondents thought that trainings should be arranged more often, at least once a year or twice a year. Of course, answers varied but majority of the answers stated that trainings are not held as often as sales representatives would like to have trainings.

Which methods/tools you like see in future training sessions?

Clear themes, as videos and more active trainings methods, can be recognized from the answers. Methods that trainees would like to see more are real hands-on training with real crane, different kind of workshops, videos and live videos. Participants listed that the best training method would be a mix of traditional PowerPoint and above-mentioned active methods. Also, trainees would like to see more training methods that utilize real life examples of crane selling examples.

What was the best and the weakest part of training?

The best part of the other training can be seen clearly from the answers. It was the real hands-on training with real crane, where trainees could test the functionality and features of the cranes. When analyzing answers from both trainings, besides of the hands-on training also discussions and sharing knowledge and experience with other sales representatives were seen also as the best part. Analyzing the weakest parts of trainings many respondents could not point out any weak parts. However, some respondents pointed out that some presented materials were out of scope of sales representatives as earlier was mentioned.

What was good / bad in the presented slides?

Because individual trainees prefer dissimilar things, answers varied a lot. Some of the respondents thought that presented slides included too much information. However general theme of the answers was that the presented slides included all needed detailed information. There was not any other special part that trainees thought especially good. Because most of the respondents thought that the presented slides were good, there was not any clear theme that slides were bad.

How would you improve presented slides and materials?

One of the clear themes in the other trainings' answers is that the training should be carried out in the local language. Other clear theme in the answers is that there should be more discussion about trained issues. Trainees pointed out that they would like to see more real-life examples in presented materials.

How educational did you find presented training materials?

Many of the respondents thought that the presented materials were educational. Few of respondents thought that materials were really educational because trained issues

were quite new for them. Of course, answers varied and some of the respondents thought those were only appropriate.

Did you learn new arguments?

Most of the trainees already knew the arguments which were presented in the trainings because those arguments were trained already in earlier trainings. Because of this, some of the trainees thought that they had not learnt any new arguments. However, trainees were satisfied that the arguments were one part of the trainings because it was seen as a very important to review them. Although some of the arguments had been trained earlier, respondents thought that they had also learnt new arguments.

How valuable you consider new arguments that you have learned?

Many of the respondents valued that the arguments were revised albeit they have not learned completely new arguments during the training. Some of the respondents thought that new learned points about the arguments could be valuable. Trainees are not yet sure about those arguments before they have tested them in customer meetings.

Were some topics missing from the training session or does some topic need more focus on future?

Answers of the respondents varied a lot, but majority of the respondents thought that there was not any topics missing in trainings. A few respondents wanted that in future there would be more focus on competitor comparison. Also, news and forecast of the product is hoped that it will have more focus in future trainings.

How valuable was the hands-on training session?

For this question, it needs to clarify that other training included hands-on training with real crane and the other training included hands-on training via live video streaming tool. In both trainings hands-on training was rated to be really valuable. Especially nearly all of the trainees that participated to the training with the real crane were extremely pleased, expect few trainees that had problems with using the crane. Trainees liked the hands-on training part because there they could feel how the crane actually works with different kind of features. Even trainees in the other training, which did not include hands-on training with real crane, were happy with the training with the live streaming video.

Open feedback of KONECRANES Live Channel.

KONECRANES Live Channel is a new online tool that utilizes live video streaming. Majority of the trainees thought that it is a great tool and it will be really useful when customer has long distance to the nearest reference crane. Many the of respondents thought that this online tool will help them in future customer meetings. A few respondents did not indicate their clear opinion, or they would like to test it by themselves first.

Are you able to find all needed materials from MyKonecranes? Are those easy to find?

Generally, respondents thought that finding materials from MyKonecranes pages is easy. A few trainees thought that finding materials is too difficult or it should be easier or faster because there is so much material available. Even if respondents are quite satisfied to MyKonecranes pages they have some proposal for improvement.

How would you improve content of the MyKonecranes?

Respondents' answers varied a lot in this question therefore there is not a clear theme what needs to be improved. Some of the respondents thought that there is no need to improve MyKonecranes pages. A couple of the respondents would like to have more materials available with their local language. Some of the respondents would like to have some training how to use MyKonecranes pages effectively. A few respondents would also like to improve MyKonecranes pages with more clear structure, advanced search button and shortcuts.

What kind of supportive materials you would like to use in customer meetings?

Majority of the respondents wants to have more digital support materials. These digital materials include videos, live videos and adaptable PowerPoint presentations. However most desired support materials would be videos and live videos because with those materials it is easier to explain the most complicated crane features. Respondents would also like to use traditional hardcopies of product brochures.

In which channel you would like to get information of material updates?

E-mail was the most important communication channel regarding to trainees, many of them wanted updates only by e-mail. Also, regular bi-monthly Skype call was seen as important communication channel. Some respondents wanted to get information with alternative communication channels such as Yammer and WhatsApp.

Main points of the questionnaire:
- 50% of the respondents thinks that it's easy to find materials from MyKonecranes
- How to improve MyKonecranes pages
    - Shortcuts

- o Organizing structure in a new way
- Not enough materials with local language
- Language barriers in trainings
- Respondents wants more video materials (for example how smart feature works)
  - o "quick and dirty" -style, not animated YouTube videos
- Not anymore only traditional PowerPoint -presentations in the trainings. Respondents wants more:
  - o hands-on trainings (48%),
  - o workshops (35%),
  - o live video or video (44%)
- 55 % of the respondents thinks that sales meetings are not kept frequently enough
- Respondents wants to get more customer reference cases in trainings.

6.2   Findings from the semi-structured interviews

In this chapter main points of the semi-structured interviews are presented. Semi-structured interviews were conducted individually with four Product Managers and three sales representatives. Questions and summarized answers of both interviews are found from appendixes.

Firstly, main points of the interviews with Product Managers are presented. Trainings organized by Product Managers, where Product Managers act as a trainer. Usually trainings are conducted by seminar style. PowerPoint is the most used tool in the trainings. Videos of the products or its features are used if those are available. Also live demonstration of sales configurator is used if it is part of training program. Sometimes Product Managers utilize workshops or group works methods in the trainings. During the trainings Product Managers try to awaken the conversation around subjects. Training methods in different trainings do not differ from each other. Trained subjects are usually related to products and its technical solutions and features. Also subjects related to sales figures, sales arguments and processes

are covered in the trainings. Only two of the Product Manager have or try to have one bigger training in a year. Other two Product Managers have their training only by request, if there are not any new feature launches.

Presented materials for the trainings are done by the Product Managers themselves. Materials are usually localized for every training. Some of the materials have been existed for a long time but those are just updated. Product Managers provide presented materials for trainees after the training. Usually confidential data is then removed from the materials. Only one of the Product Managers collects systematically feedback after trainings. Others do not collect at all or just when the training is bigger or training concern new product. When feedback is collected, trainees usually are satisfied to the trainings. Questions and summarized answers of the interview with Products Managers are found from appendix 2.

Secondly, main points of the separate interviews with three sales representatives are presented. It seems based on sales representatives answers that trainings are arranged approximately in every one and half year for sales representatives that has been working for longer time in the company. Currently arranged trainings are not kept frequently enough from the sales representatives' point of view. Sales representatives would like to have trainings twice a year or at least once a year. Sales representatives have clear hopes for the future trainings, more active trainings methods. Sales representatives would like to have more methods such as practical trainings, hands-on trainings, discussion and knowledge sharing. Also, sales representatives would like to have more trainings in their local language. All of the interviewed sales representatives use arguments in every customer meeting. They have learned importance of argumentation by experience but also trainings and shared knowledge with other sales representatives has been important. One sales representative examines customer profile and selects suitable arguments, other sales representatives uses same arguments in every customer meeting. All of the interviewed sales representatives think that they have enough and good supporting materials for customer meetings. Sales representatives thought that new Konecranes Live Channel would be useful in customer meetings if the nearest test

crane is too far or the customer inquiring bigger order. Questions and summarized answers of semi-structured interviews with sales representatives are found from appendix 3.

7   IMPROVEMENTS PROPOSALS

In this chapter improvements proposals for trainings are presented. Improvements proposals are based on the results of conducted questionnaires, interviews, literature review and meetings with Konecranes employees.

7.1   Improvements proposals to the training

Main points of improvements proposals for trainings can be compressed to three bullets:

- New training framework,
- New training methods,
- Introduction of training evaluations.

One of the major improvement proposal is to restructure training framework. The new training framework will include different levels of trainings; demo, basic, intermediate and advance level trainings. Trainings are divided to different levels based on the degree of difficulty. The different levels of trainings are presented in figure 10. Also, figure 10 presents what is the actual change in the sales training practice. The change is move from current practice, where sales trainings are kept mainly by request and does not have a clear learning level, to structured sales training where trainings are divided to different levels. In this new training framework trainees' learning path is more systematic.
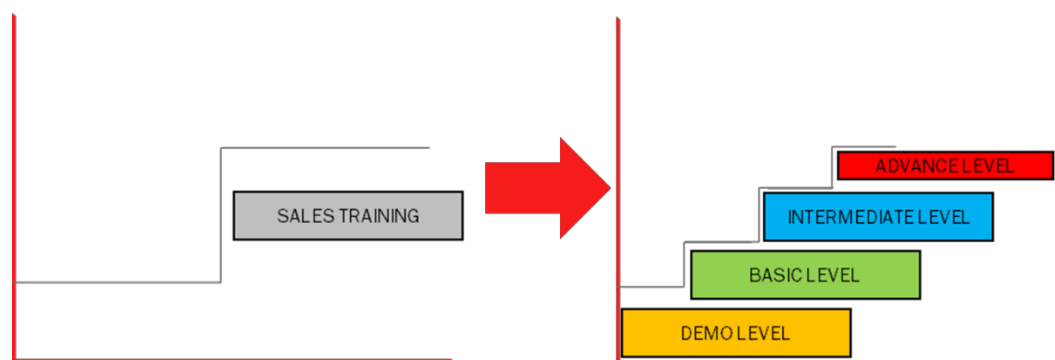

Figure 10. Desired goal change for trainings.

This new training framework has a training schedule in each level and the training schedule is illustrated in figure 11. Demo and basic level trainings should be available all the time. Intermediate level trainings should be available twice a year and the most complex advanced level trainings should be available once a year. Other improvement proposal is to create individual info package for every training. The info package should include clear content of upcoming training program, pretest or assignment that should be done before participation for training.
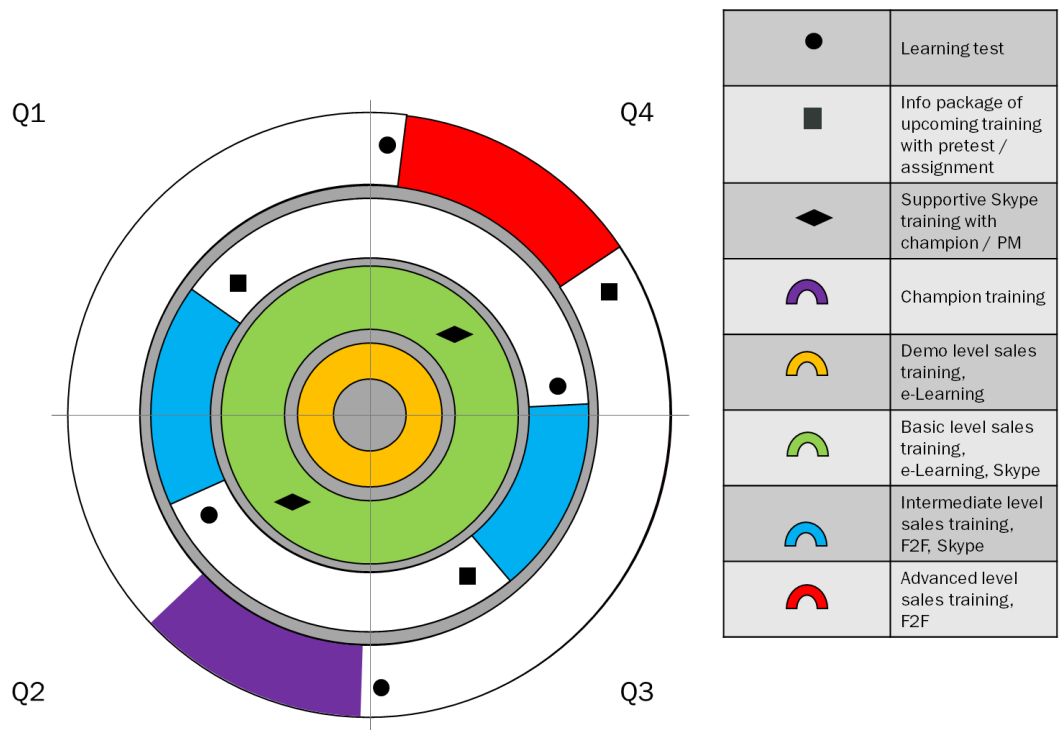
Figure 11. Proposed training framework for CXT product trainings.

Advantages of this proposed training framework is that in a training session the target audience is more homogenous, because there are only trainees that are in the certain level. One of the advantages of this proposed training framework is that the knowledge is build piece by piece, from the basic level to advance level. Other advantage of this training framework is that trainings are kept in regular bases. This ensures that knowledge level is maintained in certain level.

7.2 New training structure

One of the major improvement proposal is to introduce e-learning to be a significant part of trainings. Nearly half of the current trainings could be transferred to e-learning trainings. Micro learning can be utilized especially well in e-learning, with small learning content trainees can sustain their focus on learning. Advantages of the e-learning trainings would be their non-alignment to the place or time. Trainees would be able to participate in trainings when the time is most suitable for them.

One of the major part of the improvement proposals to trainings is to introduce new training methods. Different levels and their training method are presented in figure 12. The demo level training would be carried out with new training method, e-learning. The demo level training concerns corporation level training. The basic level trainings would be also carried out with new trainings methods, e-learning and Skype. Basic level will include products SP10, SP11 and SP12 trainings. The intermediate level trainings would be carried out more traditional face-to-face trainings. Methods in the intermediate level would be a combination of activating lectures, role plays, world cafés, case studies and video streaming. Intermediate level will include SP13 "Lite" product training and the training responsibility is on local trainer, champion, and product management team is on supportive role. The advanced level trainings will have the same methods than the intermediate level trainings. The advance level training includes SP13 product training. Training responsibility is on product management team.

TARGET AUDIENCE	LEVELS	CONTENT	FREQUENCY	ELEMENTS OF TRAINING LEVELS										
				Portfolio	Technology "Old cranes"	Technology "New stuff"	Customers	Marketing & References	Argumentation & Sales story	Pricing	Configurators	Supply & Documentation	Competitors	MyKonecranes
SALES	New employee Level 0:	Corporation introduction	Always available	Demo e-Learning	Demo e-Learning	Demo e-Learning	Demo e-Learning	Demo e-Learning	Demo e-Learning	Demo e-Learning	Demo e-Learning	Demo e-Learning	Demo e-Learning	Demo e-Learning
	Sales person Level 1:	SP10, SP11, SP12	Always available	Basic 1 e-Learning	Basic 1 e-Learning	Basic 1 e-Learning	Basic 1 e-Learning	Basic 1 e-Learning	Basic 1 e-Learning	Basic 1 e-Learning	Basic 1 e-Learning	Basic 1 e-Learning	Basic 1 e-Learning	Basic 1 e-Learning
	Sales person Level 2:	SP13 "Lite"	Every half year	Intermediate 1	Intermediate 1	Intermediate 1	Intermediate 1	Intermediate 1	Intermediate 1	Intermediate 1	Intermediate 1	Intermediate 1	Intermediate 1	Intermediate 1
	Sales person Level 3:	SP13	Once a year	Advanced 1	Advanced 1	Advanced 1	Advanced 1	Advanced 1	Advanced 1	Advanced 1	Advanced 1	Advanced 1	Advanced 1	Advanced 1

Figure 12. Proposed training structure.

The proposed training structure has multiple advantages. One of the advantages is that trainings are divided to different levels. With different levels of training the knowledge is built piece by piece from basic features to most complex features. Also, the target audience in the training are more homogenous. Other advantage is that trainings are executed with several different methods. Trainees can learn, and test learned new capabilities in safe environment without harming existing customer relationships. As seen in figure 12 each training level is divided to smaller content, micro units, which will increase learning process because the content is divided to smaller units.

7.3 New responsibility of the trainings

Other major improvement proposal is responsibility of the trainings. The training responsibilities are illustrated in figure 13. Suggested improvement is that the product management team does not have all the training responsibility, the product management teams' new role on trainings are more supportive. Product management team will be responsible of creating the training materials for each training level. Product management team is responsible to train the advance level trainings with support of specialist from other departments. Product management team is responsible also to train the local trainers, champions. Champions will provide the intermediate level trainings in their country with support of the Product Managers. Basic level trainings will be provided by e-learning trainings with support of champion or Product Manager via Skype. Trainings for sales representatives, which are in demo level, are conducted with e-learning trainings. Sales directors in the front line should have more responsibility in trainings. Sales directors' responsibility is to follow training results and coach their sales representatives in every level.
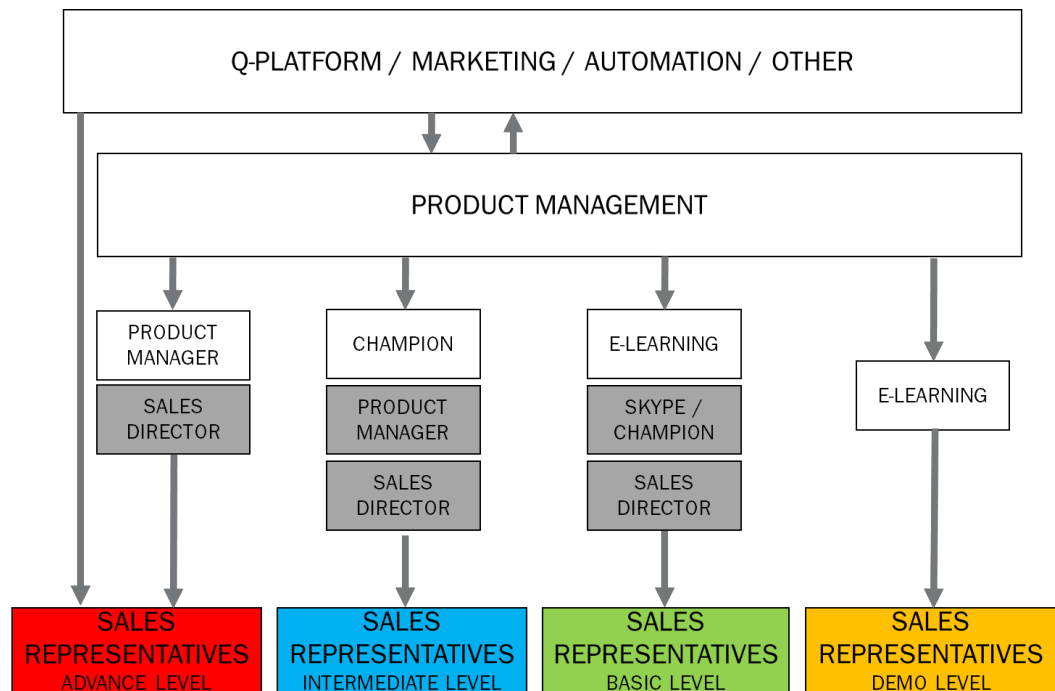
Figure 13. Proposed new responsibilities of product trainings.

Advantages of these improvements are that trainings strain less product management team because the training responsibility is decentralized. The product management teams' role is more administrate wholeness of the training framework. Other advantage is that there would be more trainings in local languages because of the local trainers, champions.

One of the improvement proposal is to expand coaching utilization. Konecranes already utilizes coaching in weekly basis and it's conducted individually. The coaching session is recommended conducted by face-to-face or phone. The focus in the weekly arranged coaching is on sales funnel and opportunities. Improvement proposal for coaching is to take it from the office or phone to the field. The idea is that sales directors or sales managers should participate to customer meetings with their subordinate one or twice a year without intervening to the meeting. After the customer meeting they will give feedback to the sales representative of their actions. In this way sales representatives will get more detailed feedback and support from their superior of their actions. At the same time sales director or sales manager will

increase their knowledge of strength and weaknesses of the individual sales representative.

7.4   Training evaluations

One of the improvement proposals for trainings is to start evaluating the trainings. The training evaluations should be done according to Kirkpatrick model in four levels. The first level is reaction, the second levels is learning, the third level is behavior and the fourth level is results. The first level, reaction level, can be evaluated with a "happiness sheet", where trainees are asked general questions about the training. This level can be evaluated in the end of the training session. The second level, learning level, where trainees' knowledge is tested. This level can be evaluated in the end of the training session. Learning tests can be arranged also before the trainings. The third level, behavior level, should be evaluated a couple of weeks to even months after the training. In this level trainees' behavior is evaluated, as has trainees implemented trained issues in their normal work. The fourth level, result level, should be evaluated a couple of months after the training. In this level results such as key performance indicators (KPI) need be followed; quantity of offers, time spend on making the offer, quantity of the sales support tickets, sales figures and win/lost ratio. Because trainees are forced to give feedback from trainings, the future training sessions can be improved. Investments for trainings can be stated and trainees' knowledge level are traceable.

8   DISCUSSION AND CONCLUSIONS

The objective of this thesis to explore current practices of internal marketing and training. And how internal marketing and training should be changed that sales will increase. The theoretical part of this thesis included literature review which consists of internal marketing and sales trainings. The empirical part of this thesis included a case study. Data were collected by questionnaires from the front-line organization and individual interviews with three sales representatives and four Product Managers.

8.1   Results follow-up

Results need to be followed up when the proposed improvements are implemented to the trainings. It's recommended to implement new training methods one-by-one to trainings. Then the impact of the implemented new training method can be easier to testify, and its utility can be defined easier. The impact and utility to the trainings can be determine with the Kirkpatrick's training evaluation model. There each trainee can respond to, for example in a questionnaire, how introduced training methods worked from their point of view. Managers need to evaluate the success of the utilized training method after the training and training evaluation. Also, other way to follow up the impact of new training methods is to follow key performance indicators (KPI) but following results with KPI need much longer time frame. Recommended KPI what to follow up are quantity of offers, time spend on making the offer, quantity of the sales support tickets, sales figures and win/lost ratio. It needs to be taken account when results are evaluated that sales funnels are long in this kind of business and seasons may effect on sales.

8.2   Answers to the research questions

In this chapter answers to the research questions are presented. The first research questions main goal was to examine the current practices of internal marketing and training and also how those should be changed. The second research questions main

goal was to identify effective methods for training and how to utilize them. The research questions and their answers are summarized in table 6.

Table 6. Research questions and answers.

RESEARCH QUESTIONS	ANSWERS TO THE RESEARCH QUESTIONS
How to change internal marketing and training methods to increase sales?	Internal marketing tools and actions are in a good base. To the internal marketing there is not any major improvement proposal. In the other hand training have a few major improvement proposals. Those included more active training methods, champion network, structured and systematic training framework. Training evaluations should be included as one part of the trainings.
How sales representatives' product knowledge can be improved by new internal training tools?	Sales representatives' product knowledge should be built from basic information to the most advanced information a piece by piece. Product knowledge can be improved with the new training framework which includes more active training methods, such as activating lecture, role play, world café, coaching and e-learning modules. With help of the local champions Konecranes would be able to provide more trainings in sales representatives' native language in different regions.

As the aim of the first research question is to examine current practices of internal marketing and training. Based on ongoing observation of internal marketing practices during the research project. It can be stated that internal marketing practices are well utilized. Multiple different channels are used to communicate with employees. Channels includes also more personal face-to-face communication styles. As the internal marketing practices are well utilized there is not any major improvement proposals. When the training practices were examined, it was noticed

that trainings are currently conducted in traditional way with a lot of PowerPoint slides. After conducted qualitative research, observation and literature review it can be stated that the current training practices need to change to include more active training methods, local champion network, structured and systematic training framework. The changes in training practices do not have a straight impact on increasing sales. The direct impact of the changes in trainings practices are improved knowledge of the sales representatives. But increased sales are indirect impact of the changes in the trainings practices.

As the aim of the second research question is to find out the effective training methods and how those should be utilized. Effective training methods was collected from the literature review. With the selected new more active training methods, the knowledge level of the sales representatives is believed to improve. This is based on that sales representatives' knowledge is built piece by piece from basic to most advanced trainings, in this case with four different levels. Also, that sales representatives are able to test their new capabilities in safe environment without harming the existing customer relationships. With the help of the local champion network, sales representatives are able to get more training with their local language, this prevents language barriers in the trainings.

8.3   Theoretical implications

This following theoretical implications are based on the conducted literature review of sales training and internal marketing. First theoretical implications of sales training are presented. A few themes raised up when the literature review of sales training was conducted. First, e-learning and similar kind of web-based learnings are growing their presence in companies' training activities. Today companies are heavily investing money to utilize technology in trainings. Second, training methods in traditional delivered trainings, for example in classroom trainings, has changed from one-way communication styles to more active communication trainings. Trainings includes more active training methods, such as activating

lecture, role play, learning café, case study and coaching. This more active training methods are recommended to test in case companies training environment.

Also, a few comments can be stated based on conducted the literature review of the internal marketing. First, communication channels should be more personal channels, for example face-to-face communication, between manager and their subordinates. Second, managers need to be interested about their subordinates every work life. Third, companies need to conduct attitudinal management as on-going management style and communication management when there is something to communicate. Fourth, company's external marketing cannot be successful if the company's internal marketing is not successful.

8.4 Managerial recommendations

The results and recommendations of this research has an impact to actions in the front line and back office. This thesis has three recommendations for Konecranes managers which are based on empirical findings. First, managers need to create e-learning modules, utilizing the micro learning of the product trainings and then implement those in to the action. Sales representatives can participate to trainings remotely when e-learning is implemented. Second, managers need to implement more active training methods in to the trainings. Proposed training methods are collected from the literature review. Implementing more active training methods gained support from the front-line sales representatives. Third, managers how are responsible of the coaching needs to expand coaching procedure. Managers need to participate to their subordinates' customer meeting and afterwards give feedback from it. In this way sales representatives get more support from their manager and they can improve their actions. Various use of the different training methods will secure that sales representatives' knowledge levels are built piece by piece. Trainings will have more clear learning objectives because the training are divided to different levels. All the improvement proposals mentioned above will have positive impact on organizational performance.

Managerial recommendations in bullets:

- Create a learning path

- Implement and test new training methods in action

- Expand coaching procedure to include customer meetings

8.5   Suggestions for further study

Due to limited time for this study all corners of the sales training triangle could not be investigated. Sales system and sales process and skills trainings should be researched and harmonized with the product trainings. If the coaching procedure does not work between sales representative and its superior, the mentoring between local champion and sales representatives should be studied and tested. Konecranes is a global company which operates in multiple cultures. The impact of the culture to trainings should be researched also. When the cultural aspect is investigated, training procedures will be more accurate in foreign culture.

Because this research was only conducted in one company, similar study can be done to evaluate situations in some other industries. Konecranes should research or benchmark other industries companies also before implementing this studies improvement proposals, especially e-learning activities.

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APPENDICES

APPENDIX 1. Used questionnaire of sales training and detailed answers.

Hi!

This questionnaire is created for collecting feedback from the IC sales meeting in Germany. Collected feedback is used for Master's Thesis which topic is to improve internal marketing and training methods.

We hope that you will answer with honestly. All answers are treated in confidence.

All answers in English please.
Deadline for answers is 06.10.2017

1. What is your role / title?
Sales
Sales manager Heavy duty cranes
Sales
Sales
Salesman
sales manager region North
salesman
Salesman
Sales Manager
Sales
Sales Back Office Ordermgmt.
Salesman
Head of Market Research
sales
Salesman
VP IC EMEA Mid
Business Development Manager
sales engineer
Sales Manager
IC Sales manager (HUN, GR)
Sales Consultant
sales person
sales
Salesman
Branch manager
Salesman
IC sales
sales engineer
Sales Engineer

2. Age?

Name	Percent
0-25	0.0%
25-35	6.7%
35-45	20.0%
45-55	60.0%
55>	13.3%
N	15

Years	Percent
0-25	0.0%
26-35	14.3%
36-45	50.0%
46-55	35.7%
55>	0.0%
N	14

3. How long you have been selling CXT / SMARTON / SM / UNITON?

Years	Percent
less than 1 year	6.7%
2-5 years	6.7%
5-9 years	26.7%
more than 10 years	60.0%
N	15

Years	Percent
less than 1 year	14.3%
1-5 years	7.1%
5-9 years	50.0%
more than 10 years	28.6%
N	14

4. Are you able to find all needed materials (marketing, sales, technical and etc.) from MyKonecranes (Intranet)? Are those easy to find?

Yes
more or less Yes
yes, but often I´m using our "h"- network drive with lots of information from ---------...
Yes every Information I need, I have found it.
I am able to find the materials but the way to find should be more easy!
Normally I find everything.
But we need more information (in German) about a new product to explain it better to customer.
For example: smart solutions: how it works and limitations.
Yes easy to find
I never had a certain introduction in "my konecranes". When I am honest, Idon't work much with it...
I am responsible for the CTO cranes.
Yes, we will find all necessary documents on the intranet.
Yes I do, but during the many system changes it is not so easy...
Sorry, but selling cranes is not my focus in the daily work. I´am responsible for the SAP-Ordmgmt, figures and administration work.
Yes, I can find it easy.
yes
No - it´s too difficult
yes it is ok
CXT, Uniton, Smarton, yes easy to find
yes, very easy
I 'm able to find materials easily

Yes. It is easy to find. Only one thing is not good in my opinion - no polish translations.
Yes, I can find easily everything I need. At the first time not to easy to find, but the structure is logical so the next searching is can be faster.
Yes, you can find really easy technical materials, sales and marketing materials on MyKonecranes. I was especially searching for CXT and WLS materials.
yes
yes.
Not that easy, but it is a lot of material there.
Yes, it easy to find.
Generally, all the materials are well structured and easy to find. Anyhow it is always good to have someone to show you the whole content in MyKonecranes as the database is very big!
search a lot of directories
Generaly YES
quite good but I thought that it will be easer.
It gets a bit complicated when I need to quickly see something (ex. presentations, marketing) as I will need to download it and there is no 1-click download per item somehow...

5. How would you improve content of the MyKonecranes (Intranet)?
Training, how to use it more effective
more structure in
Sales information for: Internal use
Sales information for: customer purpose
detailed Technical information

...
Everything looks good and all standard information's are inside
To many informations are not available in german language.
One link crane / CXT Technique / features / explanation /selling arguments and so on
maybe a newsletter with all what is new
First I should whats possible with my konecrnes at all.
If I can not answer so fast, find the present performance well!
I do not use it a lot of time...
Sorry, but selling cranes is not my focus in the daily work. I´am responsible for the SAP-Ordmgmt, figures and administration work.
I find it ok.
I use little. For me its OK.
make the content structure smaller
I am Salesman, equipment -it was nice to have, I need Infos to sale,
it is a wish to have a side where I see konzentrate the Infos vor Salesman equipment
for example:
Produktvideos,
Produktmarketingmaterial
Produkt coparison to our competitiors - in technik - in price ...
All Infos that we have from our Competitors
no need
search button, can be more advances.
It's OK.
It's ok now. I'm not good in IT technical so I have no opinion how it could be improve ......
maybe with more available videos
I think is good enough.
I think it s enough for now
No idea.
It is OK so far.
I would propose to make more videos available, with an easy explanation of the "bestseller features".
The videos should be from real environment- workshop and not laboratory!
A great thing for people who have a lot of time.
Short technical and sales related infos (Product Info) -which we receive in email only- should be collected in the intranet as well.
no idea
I would add a quick preview to the items that don't have.

6. How presenters' presentation skills were?

Question	Average	N
---------	4.33	15
--------	4.00	15

Question	Average	N
--------	4.57	14
--------	3.71	14
--------	4.14	14

7. Comments

-------	------

--------	-------	------
communicability		
understandable		
	it could be more laud	
Good communicator, right choice of material	It was difficult to connect and follow sometimes because he was constantly looking at the screen and didn't try to engage with us.	Very knowledgable, but it felt like he wasn't trying to make us take something out of it.

8. What was good / bad in the presented slides?

It was very good ...

Good: a lot of information, detail level in a good range,

"to improve": Structure of presentation, we jumped to much back and forward with the features, a lot of repetition starts to kill the concentration

XXXXXXXXXXXXXXX

Sometimes to much Details about the possibility's.

detailed informations included

We learned many things new about uniton and smarton

Presentation about uniton and smarton was to long because only 2 Persons from 25 are selling this type of crane.

The rest is selling only CXT, so it not their key product.

Good was the many pictures

good: - nice guys - everything was understandable

The slides were clear and well built!

To much information's, we are sales guys no constructions guys.

Sorry, but selling cranes is not my focus in the daily work. I´am responsible for the SAP-Ordmgmt, figures and administration work.

But I want to say by the way: Sometimes it will be easier to follow the meeting if videos will shown to the single presented things

???

good

nothing

More in german language- I seen not bad things - al was interesting

be better prepared for the presentation about standards

good: timing - detailed info - deep knowledge - newer information

what can be improved: more workshop session

It was good.

I know most of slides. Almost 10 years in company. So for me it was nothing new but I like tranings because always is something to remind.

nothing

The presented slides are really good and full of needed information.

the presentation slides was full of needed tehnical informations

Some questions were not answered immediately, and still not given afterwards as agreed.

No special comments, everything were OK.

The content was presented on an understandable way.

Good presentation with clear examples

Slides were good!

Every time we are talking about cranes for special environment but never how the cranes are equipment. How to do the crane when is dusty - is an option in MM, but why this equip? maybe is some better? etc

I believe all the presentations were well sctructured

9. How would you improve presented slides and materials?

It was very good ...

Structure of presentation

means: general overview, than feature by feature with ALL information which should be presented for each feature, than jumping to the next one,

Not for me, but for a few colleagues it might have been better, to presentate in German I guess....

Nothing

material should be in local language

It was perfect

More dialog and practise with the cranes

It would be easier with german materials.

Only the most important statement, less about price comparison in the ETO products

We need to talk, how to sell it. Arguments discussion way to keep the Customer, that he sign the contract....

Sorry, but selling cranes is not my focus in the daily work. I´am responsible for the SAP-Ordmgmt, figures and administration work.

But I want to say by the way: Sometimes it will be easier to follow the meeting if videos will shown to the single presented things

???

For a better understanding of all, a presentation in German would have been more effective. Not all employees can follow English presentations all day long.

see answer before

It was OK

was good

send the material before to sale managers for feedback

I dont't know.

For me was ok. Maybe more movies should be shown.

I would skip the "deep" technical details.

They are full of technical informations and usefull informations in our sales activity.

the materials content needed informations for our sales activities

o.k.

No need to improve.

There should be more usage of the not standard cranes - solution which could be beneficial for us to see what Konecranes is capable of delivering.

Good presentation with clear examples

it was OK!

Instruction: how to make a crane :) - but not std only some special. Maybe options about hoist for CXTD, when we can use low headroom when not. Maybe guide rollers - when use and what complication or benefits ... more info about details what we can use at standard working day.

I would put more real life examples and experiences to show the main point.

10. How educational did you find presented training materials?

.. it was a refreshment ...

good, see comments before

Very good

A lot of new Information´s we get

Training was very helpful because smarton/uniton are more or less new products for me

It was Ok

Perfect

It was very educational.

For the CTO cranes the material is good.

As I sade, to much informations...
Fine !
I find it appropriate but not particularly good
ok
fine
it was Ok
was good
good level
.
It was good enough educational.
?
Very educational.
very educational
very good.
Very, as I am new with KC products.
it is always good to go through the basics, especially the part of standards was interesting
It was ok.
30%!
But there are differences between salesmen....
is hard to say, many info
Very much, thank you all.

11. Did you learn new arguments? (e.g. Smart Features or Lifetime value of the crane)

.. it was a refreshment ... because we already trained the arguments .. but repeating them was very helpfull
not really, arguments mainly are known also before the training
a few - Smart Crane was the most interesting theme for me
For Smart features it was very helpful
smart Features were good explained, so many new arguments are avialable
I hope for the other selling guys it was very interesting to hear more from smart features and tru connect.
For me it was refreshing refer to arguments because I'm every 3 weeks in Dreieich and show customer what we can do with our smart cranes and other tools
Yes
I learned very much about the smart features, the rope angle features and the NEO.
The training on the smart features was very helpful, I take some knowledge from the training.
For ma, as a 100% NEO + RAF + Care Contract.... sorry not....
Yes BUT ->
Sorry, but selling cranes is not my focus in the daily work. I´am responsible for the SAP-Ordmgmt, figures and administration work.
no I do not think so
yes
Yes
o yes
for me nothing new, but I hope for the others
remind more and analyze more. every sales man should do all these alone, although through these meetings, it is easier to organize it in your mind and into daily job
Lifetime value of the crane.
Most of them I knew .... but as I wrote before always is good to remind some.....
RAF, Lifetime volume, Total cost of ownership
Yes, I learned new argumens usefull in sales.
yes I learned new and usefull arguments
yes
Yes.
I always promote the latest innovations and try to differentiate KC from the competition with those.
Perhaps it would be better to have a training for each country. There are other problems and rules in each country.
No, but others may yes.
I can't say exactly but I was interested of a few info. I feel better now.
The most of it.

12. How valuable you consider new arguments that you have learned?

... RAF as a new feature was very helpful ... also Bio + Smarton + Metal
anyway valuable when freshing up the argumentation
Valuable, especially with Smart Cranes and RAF on CXT (and Markman)
I will try at my next customer Meeting, than I will know it

diffucult to say at the moment, next customer visits will show this
It is very valuable to have more arguments to sell better to customer.
Good for sales our product
very valuable, if I sell smart features
Very helpful for negotiations with customers in the future
nothing new learned....
Sorry, but selling cranes is not my focus in the daily work. I´am responsible for the SAP-Ordmgmt, figures and administration work.
These bring me on sale in any case
very high
Good
It is very important to become ever an ever in constant new an old Informations in regular intervals
The event has improved my technical skills in terms of detailed knowledge of some features
clear picture what to offer, to whom to offer what, analysis of customer and product and sale of added value.
It is valuable
Very valuable. In scale from 1 to 5 - 5.
can be useful on the customer meetings (when competing with cheap products)
Really valuable.
really valuable
quite o.k.
It was OK, so I got to know in details our portfolio in crane area.
RAF is definitely a great feature where serious buyers are already interested in.
Perhaps it would be better to have a training for each country. There are other problems and rules in each country.
Everything is valuable what is new.
...
Very valuable to move our business forward to a new era.

13. Were some topics missing from the training session or does some topic need more focus on future?
..
Yes, asking frontline sales guys about their needs, doing some "workshop" for finding most relevant features, evaluate XXXXXXXXXXXXXXX according the feelings/experience from sales team
It would be better to take the information from the basis and give at least the impression that the team can influence a bit the decisions....even it might be different... :-)
For me personally Smart Cranes/ CXT´s and possible Performance Levels
no
not for my opinion
We need more informations about new products before they come to market.
I wish that every sales guy get a training session about a new product that he knows more about it and then he/she sells better.
I wish a German explanation about the product how it works that we can put in our markman offer
Nothing was missed, but is neseseray to hear all news about our product
In my opinion we need a change in the following points:
XXXXXXXXXXXXXXX
XXXXXXXXXXXXXXX
For the future, I would like more information on the Fronline.
We always talk about improvements in the CTO NEO cranes, XXXXXXXXXXXXXXX all.
XXXXXXXXXXXXXXX
Direct Sales Training...
Sorry, but selling cranes is not my focus in the daily work. I´am responsible for the SAP-Ordmgmt, figures and administration work.
Points against the products of the competition
no, it was perfect
Forecast of new products
More Informations from the market, from the competitiors, were sit the weakeness of the competition in Produkts and organsiation
was following exactly the request
Sales approach, role play , daily differences - competitors argument or weak points
Were not missing topics.
No opinion. Maybe you should shown more in detail monetary value for the customer.
CXT comparison with the main competitors hoists (basic technical solutions, benefits, etc)
For the moment topics and training was really good.
for now the topics was good enough
Due to flexibility of the coaches all appearing topics were covered.

No, all the topics were OK, and discussed enough in details.
I think it was well prepared and presented.
Even more compared to the competition. Where is the focus on sales in other countries? What can they do better than us?
Yes.
Its hard to say, it was so many detailed info that problem is to selected information.
n/a

14. How valuable was the hands-on training session?

..
Sorry to say, but when the XXXXXXXXXXX-> it was "senseless"
Its was interesting, but as I mentioned before, that the XXXXXXXXX was a bit disappointing.
Very helpful, but I am often in Dreieich with Customer. And I have more opportunity's as my colleges to operate the Crane
to try the smart Features in real was very interesting and helpful
This was very interesting, because then you feel how the smart features are really working.
You see than the advantages of our cranes against others.
Was perfect
very valuable!!
The training war interesting
Excellent, that was very good!
Very good ! It seems that some of the sales guys needs a training by himself to drive a crane...
Not so good, XXXXXXXXXXXXXXXX!
perfect
good
very valuable- we must do very very more
unfortunately did not take place due to organizational reasons.
very interesting and ideas to do it with customers
We could share our experiences, it was valuable
I like it and we should have one per year this kind of sessions - just for reminding .....
If "hand-on" means the presentation by Live Channel then it was spectacular, but the "real" hands-on would have been the most valuable (when the salesman feels the power of control)
Really valuable.
really valuable
?
I helped a lot to learn as much as possible in quick period of time.
there was no!
Interesting possibilities for presentation
There was no hands-on training
I don't remember when I used a crane, so it was a good idea.
there wasn't any..?

15. What was the best and the weakest part of training?

...
Best: Information update for RAF features
Weak: practical "Training"
live-video Smart Crane was the best, the biomass wasn´t so interesting for me, maybe because I never had a inquiry about that
Everything, the mix of Presentation´s an discussion´s.
best was the Hands-on training
everything was interesting and informative
To heart what is possible to do with CXT Cranes
the best was the hands-on training.
the weakest part for me was the part with the "heavy stuff" because it is not our daily business.
Unfortunately one has long talked about the Smarton cranes, most of the present participants does not sell ETO cranes.
Best:
See you all again, and share Information about our Cranes.
Network with the Colleagues, about arguments for selling Cranes.
weakest....?
Nothing there....
Sorry, but selling cranes is not my focus in the daily work. I´am responsible for the SAP-Ordmgmt, figures and administration work.
Can not stand out and nothing was weak

no weakest parts

?

the best Was the variety in the topics

bad was the to short by hand training - it was good to feel the crane and the functions you have another understanding

and the argumentation at our customer is easier and saver.

Weak: Standard & performance level

good: all product related issues

best: deep technical analysis

weakest: not enough references from customers

NEO presentation was the best, online truconnect was weak

The best - good and specific information....

The weakest - to less movies .....

best: introduction of the new Smart features and the opportunity of Live Channel usage

weak: -

The most important for me was the CXT Standard, CXT NEO and Smart features presentation and technical arguments for sales.

for me was important the CXT NEO and Smart Features presentation

The best was the broad range from simplest CXT up to tailored cranes.

There was stuff for everybody, newcomer and professional.

Interesting part was to observe crane in motion with their smart features, live via Skype form Finland.

I didn't find any weak part of training.

no hands-on training :)

CXT presentation

best: proactivity (---------, ---------)

weakest: too much non sales related infos concerning topics which are not belongs to our scope (automation, SM, Uniton)

Many best parts, weakest I didn't see.

Best part: other people's experiences

Weakest: there were at some points a lot of internal discussions between the audience and it became difficult to keep interest for everybody.

16. Which methods/tools you like see in future training sessions? (e.g. more hands-on training, live video, PowerPoint, Word, podcasts or workshops etc.)

.. several workshops would help to have an active auditorium

The mix is the best, but it has to be secured that the hands-on training is working.

hands-on-training/ live-video

Hands on

Live video

Power Point

Hands on training

I want to see more live videos and hand on trainings

More Workshops it is better than to hear and watch the the complete day a power point

- more hands-on trainings

- workshops

I can not make a statement at the moment

hand on training!

Sorry, but selling cranes is not my focus in the daily work. I´am responsible for the SAP-Ordmgmt, figures and administration work.

More Videos and training with crane

hands-on-training, workshops- also in german

a

more by the product - hands on training- the discussion by the product- in addition with videos

Hard to say as it was exactly as requested.

- workshops

- videos of real life - live video

-

more hands-on training, and workshops

More movies

more "real" hands-on, workshop with practical tasks

The best for me are workshops, powerpoint presentation and live video.

I prefer workshops,Power point presentation,live video

Including more specialists via Skype to get an even more deeper knowledge.

For sure some videos, where we can see the discussed topics in action (and not only on the slides).

real examples of the more complex crane deliveries.
It was ok
sales related: hands-on training
technical related: runway design; ACAD fundamentals; MM bug training, layout design tools etc...
more hands-on training and live video. PowerPoint is always needed.
more hands-on and live videos. Live video was great by the way

17. What kind of supportive materials you would like to use in customer meetings? (E.g. videos, live video, PowerPoint, Word and etc.)
. it depends .. live in the training center would be the best , followed by live video .. power Point .. or You tube animation ..
Power point (it is easy to adapt to customer specific needs)
videos
live video (as spoken with a clear structure/task on the practical side)
live video
A good mix was ok
Videos and live videos
see above
The live meeting is a great idea for customer
Videos and pictures with a tablet
Brochures of the NEO cranes with the additional smart features already available today.
Real Crane, videos and less PP.
Sorry, but selling cranes is not my focus in the daily work. I´am responsible for the SAP-Ordmgmt, figures and administration work.
> videos
videos
a
Vides from all functions an crane details
Videos I think is the powerful tool to explain complicated features
- videos + presentations
Word and videos
Videos - it works most effectively for the imagination of the customers
videos - live videos are very attractive, but these request tablets (easy and fast presentations)
Videos and powerpoint presentations.
Power point and video presentation
It depends on customer preferences.
Some like to get information digital (e.g. our home page) and some are very traditional and like to have brochures as hardcopies.
PowerPoint and video.
Videos.
A brochure with our products with many pictures. This can quickly awaken the interest. A product presentation with short films only takes place at concerted interviews and negotiation in the office.
we have good materials!
Can we do some handbook in paper version? only for sales person, where you can find photos with short description. For example, on the meeting with customer you can see him some part of the crane and tell more about it and try to sell some additional solution.
video

18. In which channel you would like to get information of material updates? (E.g. Yammer, email, regular monthly Skype call, phone notification, WhatsApp and etc.)
email
e-mail
regular sykpe call, but maybe not every month...
E-Mail
email, Skype call and WhatsApp
via e-mail
Regular one mail all 3 month what is new or what happens with the product
email
E- Mail
EMAIL!
Sorry, but selling cranes is not my focus in the daily work. I´am responsible for the SAP-Ordmgmt, figures and administration work.
email
e-mail

email
Videos per mail - and all two month skype call- wat's going an were are problems and news
regular Skype call with introduction to the new materials and providing then a link to the sharepoint.
email
regular monthly Skype call
yammer
email
email
Yammer and emails are OK, (email is preferred), but the bi-monthly info (skype) call is also valuable
I prefer e-mails.
I prefer email
Minor changes without notification.
Important changes by email.
Email.
SKYPE call & e-mail
Skype call
ONLY email and bimonthly Skype call. ONLY ONLY!!!!
All others should be cancelled! We are salesmen, NOT bloggers or tweeters. We should rather sell something
instead of sitting in front of the computer without making value!!!!!!!
email, whatsapp, Skype call
e-mail

19. Open feedback of KONECRANES LiveChannel.
.. very good
very good , as spoken we must make a SHOW out of it, means WE have to run the show, we have to keep it
simple, customer will spend only limited time to all these things
...
A great solution to see, what our products to be able to afford.
A good Tool for us.
live channel is a great tool to show the customer smart Features in reality
Live channel is perfect solution for customer and selling personal which have a to long distance to reference
cranes or training center
Good to know
very interesting for large requests
Yes
I think it will work.
Customer do not want to drive more the 100km to see a ref. Crane, so we can bring the Crane to the Customer.
Perfect - excellent
-
completely perfect
?
Not yet opinon
This is a great tool for the future. seems to require a good internet connection.
very good. should be more organized, not totally free and open to choose what to show, but of course with this
availibily
Not was so good
It is helpful and easy to find
it's an excellent tool if no opportunity for the "real" hands-on.
Good.
good
I didn't used it so far, so I can not comment.
.
Interesting way to make a conference- in my opinion, good for internal use but if we want to convince the
customer, we need to see the crane live and customer has to test it.
Super!
It is usefull for internal purposes. But I don't see too much sales related benefit in it.
...
Keep up the good work, wear safety equipment

20. What did you like about the training environment? (e.g. were group size suitable)
smaller groups might give better opportunity for discussions ..
OK
It was very good
Very good

was absolutely ok
Group size was OK
The group size was ok and 3 groups for workshops
it was a nice atmosphere
The group size was just right
Excellent!
perfect !
That was all right
nothing
It was ok
It was OK -
maybe I´m not the right person to answer that.
everything normal and good
Group size was OK.
Was nice and pleasure place, group was optimal. We can exchange experiences.
it was absolutely fine!
I was able to meet my colleagues and exchange some information about our sales activity. The environment was friendly.
I was able to meet my colleagues and exchange some informations about sales activity
Location was very suitable for the event.
Group size was appropriate, also environment were OK.
Group size was ok and the meeting room was very good.
Very good handling and organization
It was good!
suitable size and place!
Not more - not less. perfectly to feel comfortable and remember names of colleagues
I liked the relaxed but disciplined atmosphere

21. Are training sessions kept frequently enough?
....esp. new colleagues might need trainings session more frequently
NO!
it should be done every 6 month as minimum
May be 2 days are enough
I guess, yes
Yes (two times a Year it is possible).
could occur more often
As said before we need training sessions before a new feature will be launched to market
I think one per year were great
yes
One meeting per year is good
ones a year is not much enough!
yes, perfect
More practical training would be good
yes
yes
I think to times per year , one day, would a better solution
Unfortunately from my point of view not
everything fine
YES
No. Should be once per year .....
it would be useful yearly
We can meet more often.
not really,we can meet more often
yes, once a year is o.k.
Yes.
This kind of training should be repeated once per year.
Yes
This type yes!
Others not - like hands-on; making or modify drawings; sales tools
About one per year its enough
probably not

22. How valuable was this sales meeting?

Name	Percent
Sufficient	0.0%
Satisfactory	6.7%
Good	33.3%
Very good	46.7%
Excellent	13.3%
N	15

Name	Percent
Sufficient	0.0%
Satisfactory	7.1%
Good	7.1%
Very good	42.9%
Excellent	42.9%
N	14

23. Open feedback of sales meeting.
.. very good ..

In general good, very good atmosphere, a little bit to much jumping back and forward, to detailed SMARTON/UNITON information for this (mainly) CTO group of participants. Two days would be enough BUT THANK YOU FOR YOUR GOOD WORK AND PREPARATION TIME!!!

...

The Trainer´s are excellent and very specialized in their Product. !!!!!!!

should be carried out in German

It was informative and interesting

Thank to the trainer for the good days and ------ and ------, for me it was a excellent to hear news and repat the old things

In summary it was a nice possibility to meet all the collegues

The next time more about the CTO cranes talk, 80% of those present Sell IC -CTO and not ETO Smarton

See us twice or more in a year, please!

in this sales meeting the focus was only to the technical things about smarton / uniton / neo-cranes

I miss some reports about the figures of the past nine months...

was good

no feedback needed

ok

gladly again

I am satisfied. I´ll try to repeat that at least every two years.

- organized
- good value
- nice timing
- nice trainers

Waiting for the next one

It was very valuable 3 days. We can remind argumentations and meet new colleagues. We can exchange experience. Evening events was very nice - specially Vienna sightseeing. Food was very tasty. Dinners could be a little bit later f.eg. about 13:30-14:00. Hotel was nice. Very good time for me.

-

Good meeting, I was able to find new informations that are usefull in my daily activity. It was a success.

Good meeting,new and usefull information, really like

.

I was well organized, I don't have any remarks.

Good training & exchange of experiences with colleagues for different countries.

Good opportunity to meet other colleagues from other countries.

It would be a good benefit to ask the listeners what they want to hear

Thank you :)

Looking forward to meet with everybody again.

Thank you participating for this survey, your opinion is important!

If you have any further questions, please contact Visa Nummela (visa.nummela@konecranes.com) or XXXX XXXX (XXXX.XXXX @konecranes.com).

APPENDIX 2. Semi-structured interview questions and summarized answers of Product Managers.

What kind of themes are trained in product trainings?

Person 1

- Usually trainings are more sales focused. Also technical solutions, offer letter related themes are trained when needed.

Person 2

- Mostly technical solutions and features from basics to special applications. Also product argumentation to support sales.

Person 3

- Product portfolio, products and its features, last years' sales figures and next years' targets.

Person 4

- Technical solutions, product features, argumentations from basic to special applications.

How product trainings are held?

Person 1

- Usually trainings are seminars with PowerPoint presentations. Some workshop is held sometimes.

Person 2

- Used methods are group work, workshops. Methods are selected based on training and its needs. For future I have think to utilize real time questionnaires, where trainees have to answer with their phones.

Person 3

- Seminar styles with PowerPoint, presentation and discussions.

Person 4

- Mostly trainings are seminars with PowerPoint presentations.

What kind of materials are used in product trainings?

Person 1

- Majority PowerPoints, product videos only if available. Also live demonstrations of sales configurator are shown, if trainings involve configurator training.

Person 2

- PowerPoints, videos and general materials from intra pages.

Person 3

- Only PowerPoint materials.

Person 4

- Mostly PowerPoints, but also pictures and screenshots are utilized. Also live demo of sales configurator is shown when needed.

Where presented product training materials has been collected?

Person 1

- Presented materials has done by the product management team with existing knowledge. Continuously updating/modifying of materials is done by product manager.

<u>Person 2</u>

- Self-made with existing knowledge and feedback. Materials are tailored regarding to participants.

<u>Person 3</u>

- Part of presented materials has come from previous product manager and part I have made my-self. Some materials come straight from other department.

<u>Person 4</u>

- Self-made with existing knowledge, materials from product platform & development department.

What kind of material sales persons have after product trainings?

<u>Person 1</u>

- They get the presented materials. Other needed materials are given only by request.

<u>Person 2</u>

- Materials that intra pages have, materials don't have any confidence data.

<u>Person 3</u>

- Materials which are in intra pages. They are only generic presentations, presented materials are tailored from those presentations.

<u>Person 4</u>

- Presented materials are sent to training participants afterwards, also general and special materials which intra pages offer.

How often product trainings are held?

<u>Person 1</u>

- Once a year big sales training is held. All sales representatives come to the training. If some updates to product come during the year, only documents and "newsletter" are sent.

<u>Person 2</u>

- Once a year big sales training is held, invitation is sent to all sales representatives, but participation is optional. Smaller trainings are held by Skype and only by request from front line.

<u>Person 3</u>

- Trainings are held only by request or when something new is launched. We have monthly Skype meeting where some generic business subjects are discussed.

<u>Person 4</u>

- All trainings are held by request by frontline sales managers. We have a bi-monthly Skype call, where general sales figures and news are presented.

Do product trainings differ from each other?

<u>Person 1</u>

- Not so much, there should be more changes because participants of training are in different knowledge level.

<u>Person 2</u>

- Regard to methods no, but regard to materials only by little. Presented materials are tailored to meet target audience, but the main message is same.

<u>Person 3</u>

- Materials doesn't differ so much, only a little bit e.g. if trainings are held in USA, EN-standards are not presented. Methods are same every training.

Person 4

- Materials differ a little bit, but methods are mainly the same.

How sales persons are activated during product trainings?

Person 1

- During training day shorter sessions, with more short breaks. Also discussion with trainees during the training sessions.

Person 2

- Training sessions have rules which are presented in the beginning; no phones, no laptops and when questions or comment are asked you will get piece of Finnish chocolate.

Person 3

- Not in any way. Sometime we have some workshops.

Person 4

- Some discussion during the trainings, and breaks between training sessions.

What kind of feedback product training get?

Person 1

- Usually good feedback, feedback is collected just after trainings in general level. After one or two weeks' new questionnaire is sent to ask if somethings from trainings has utilized.

Person 2

- Generally, participants have been satisfied with training content.

Person 3

- Only if training has been big, or something new is launched then feedback of trainings is collected.

Person 4

- Normally any feedback isn't collected.

What kind of questions are asked after product trainings?

Person 1

- Usually deeper information of products or questions related to the strategy.

Person 2

- Not any trivial questions, but general questions about features, applications etc.

Person 3

- Questions after trainings are very trivial (really product special), they don't link to trained subjects.

Person 4

- Sometimes general questions of products or its features.

APPENDIX 3. Semi-structured interview questions and summarized answers of sales representatives.

How many sales / product training you have participate during last year?

Person A

Maybe only once. Trainings are help approximately every one and half year. In my opinion trainings should be arranged at least twice a year.

Person B

In the beginning there wasn't any trainings. I have participated to last training three years ago. I think that we need get more trainings, at least once a year.

Person C

Once, this is my second training, I started to work as a sales representative five months ago.

What kind of arguments you use in customer meetings? In case of "bulk cranes" (NEO or normal CXT)

Person A

I select arguments based on customer, I estimate the customer profile during the meeting. If customer wears branded clothes and have picture of sailing boat on the wall, I will use arguments based on the brand. If customer uses safety shoes inside the office, I will use arguments related to safety.

Person B

I use only technical arguments in customer meetings. I use the same arguments nearly every customer meeting.

Person C

I use technical arguments and arguments based on design.

What kind of arguments you use in customer meetings? (in case of CXT smart)

Person A

I select arguments based on customer, I estimate the customer profile during the meeting. If customer wears branded clothes and have picture of sailing boat on the wall, I will use arguments based on the brand. If customer uses safety shoes inside the office, I will use arguments related to safety.

Person B

I haven't sell Smart cranes, because in my territory there isn't customer that buys Smart cranes.

Person C

I haven't sell Smart cranes, but in future I would use arguments related to technical solutions and safety.

Where you have learned to use those arguments? (sales training, university, by experience)

Person A

Many things by experience, such as reading customer profile. Sales trainings and visit in Konecranes Academy has been really valuable.

Person B

By experience I have learn that which arguments are effective. I have learned really much from my colleague sales representatives, we have discussed and shared our experience.

Person C

By experience, I was a salesman in my previous company as well. I have also studied product brochures myself.

In which cases/situations you rely on arguments? (every customer meeting or difficult customers)

Person A

I use arguments in every customer meeting. I select arguments based on whom I'm talking to.

Person B

I use arguments in every customer meeting. Mostly I use technical arguments and compare the product to the competitors' product.

Person C

I use arguments in every customer meeting.

How much sales would increase (how many more cranes you would sell) if you use LiveChannel or similar tool?

Person A

For me this would be really useful, because the nearest test crane is too far away. Customer doesn't want to travel long distance to see a crane.

Person B

Live Channel wasn't introduced yet to all sales representatives when this interview was conducted.

Person C

I think that it will be useful in bigger offers. In my opinion small customers aren't interested about this.

How would you improve sales/product trainings?

Person A

I would like to see more training, where we can practice customer meetings. It would be great also participate to someone others sales persons' customer meeting and see how he/she acts in customer meetings.

Person B

I think that there are language barriers in trainings (when training is kept in English). Because you have to concentrate really hard that you understand everything and then it's hard to discuss about it. Sometimes the information isn't understood because of the language barrier. In future trainings there should be more discussions and knowledge sharing with other sales representatives.

Person C

I would like to have more hands-on training with different cranes.

Do you compare Konecranes to competitors?

Person A

Only sometimes, never taking bad about the other companies. Generally, it's not good to talk about the competitors in customer meetings.

Person B

Yes, in every customer meeting.

Person C

Only sometimes.

Do you have enough supporting materials?

Person A

Yes, I have. Materials are easy to find from intra pages.

Person B

Yes, I have to just remember take with me the newest brochures. I use several different material and brochure in customer meeting. Some customer likes the traditional brochures but after visiting the customer I send links to different videos and electronic materials.

Person C

Yes, "dummy radio" is great!