Passing The Spin Selling Technique In The Business Performance: Case Study On Students In International Business Ajor Of Rangsit University International College

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Abstract

International trade has grown so quickly that using innovative sales strategies is now essential to enhancing business performance. Conventional sales methods that priorities high-pressure closing approaches are being replaced by customer-focused, consultative selling strategies. Of them, SPIN Selling technique is well known for its systematic approach that focusses on understanding customer needs through Situation, Problem, Implication, and Need-Payoff enquiries. The impact of SPIN Selling on the sales skills and employment readiness of foreign business students at Rangsit University International College is assessed in this study.

Evaluating how well SPIN Selling prepares students with critical sales skills, cultivates enduring customer connections, and enhances their business performance after graduation is the main goal of this study. This study emphasizes the value of structured sales training in higher education by filling in the theoretical and practical gaps in sales education. A structured questionnaire was used to gather data from 114 students enrolled in the IBM335 International Entrepreneurship course as part of a quantitative research technique. To ascertain the connection between job performance and SPIN Selling training, regression analysis and ANOVA were employed. The results show a strong positive relationship between students' perceptions of their own efficacy in consultative selling, trust-building, and problem-solving and the use of SPIN Selling strategies. Alumni comments also indicate that SPIN Selling training helped them make the shift from classroom instruction to practical corporate settings.

This study emphasizes how crucial it is to incorporate SPIN Selling into academic programs in order to improve students' sales skills and future employment opportunities. Future studies should examine how flexible SPIN Selling is across a range of industries and how it may be adjusted to accommodate changing market conditions.

Keywords: *Sales training, Adaptive Selling, Case Scenario based-sales competition, Negotiation Skills, B2B context, Personal selling techniques, SPIN technique, Sales trends, Direct selling, Customer Relationship Management, Business process modelling*

1. Introduction

In the dynamic world of worldwide ecommerce have evolved to become crucial tools in driving business success and corporate performance by dealing procedures. (Oppong et al., 2005) From our perspective, to meet the demands businesses today need to adapt their methods in educating and interacting with particular customers. In traditional, sales strategies focused on product-oriented methods, underscoring the goals of the salesperson rather than the needs of the customer. (Prigge et al., 2024) These approaches have more often than not been characterized by sharp, forceful closing techniques that were designed to force solutions regardless of whether those solutions actually met the needs of the customer. Advanced commitments, on the other hand, require a much more integrated approach that puts longer-term relationship development and client insight over short-term gains. (Hochstein et al., 2023)

The advancement of sales strategies can be seen as a reaction to the shifting dynamics of buyer behavior. In a world where customers have access to a riches of data at their fingertips, conventional high-pressure deals strategies are not as successful. (Schoemaker et al., 2018) Today's buyers are more educated, more particular, and more centered on value than ever some time recently. This has driven to the rise of consultative deals approaches, where the center is on understanding the customer's particular needs and advertising custom fitted arrangements that address their issues. (Tuli et al., 2007) Among them, one of the most important was Spin Selling Procedure, proposed by Neil Rackham in the late 1980s.

SPIN Selling identifies a fundamental transition in the approach toward selling. Instead of focusing on closing techniques, SPIN Selling focuses on identifying and resolving customer problems through a structured questioning approach. (Terho et al., 2012) This strategy of selling in spin happens through four major types of questions: Situation, Problem, Implication, and Need-Payoff. Each one of these questions has a specific purpose in leading the deals discussion toward exposing the customer's needs and providing a configuration that fills those needs. those who inquired the proper questions, instead of those who depended on forceful closing strategies (Rackham, 1988). This approach has demonstrated especially successful in business-to-business (B2B) deals situations, where exchanges are regularly complex, high-value, and include numerous partners.

The SPIN Selling Strategy is built around four key sorts of questions: Situation, Problem, Implication, and Need-Payoff. Each of these questions serves a different particular reason in guiding the deals discussion toward revealing the customer's needs and giving an arrangement that meets those needs. Circumstance Questions offer assistance the sales representative assembles foundation data, whereas Issue Questions center on recognizing particular torment that the client is encountering. Suggestion Questions are tools that enable the client to reflect on the wider impact of these issues, creating a sense of urgency to find a solution. Finally, Need-Payoff Questions enable the customer to articulate for themselves the benefits of resolving the issue, and therefore make the salesperson's offering the most logical and rewarding option to pursue. (Laitinen, 2018)

SPIN Selling's emphasis on engaging the client and problem-solving has made this a valued tool not only in the commercial world but also in educational circles. More specifically, SPIN Selling has been incorporated into the curriculum for the Rangsit University International College (RIC) students majoring in International Business, whereby it provides a good framework for teaching students the necessary competencies that they will have in order to meet success in complex sales environments. The organized nature of Spin Selling allows understudies to create basic thinking, communication, and problem-solving skills, all of which are basic for exploring the complexities of modern sales. By Joining International Business Program (IBM335), RIC plans students for real-world commerce challenges, giving them the devices, they need to identify client needs, offer custom-made arrangements, and construct long-term connections based on believe and common understanding.

In addition to classroom instruction, students also engage in B2B competitions at RIC. The students can apply the SPIN selling Procedure in simulated sales environments. Such competitions not only provide relevant practical experience to the students but also help build their confidence and skills that, when applied, lead to success in a professional selling career. Feedback from alumni who have been part of these competitions suggests that the SPIN framework was helpful in their smooth transition from the classroom into the workforce.

This research paper covers a case study of Rangsit University International College students majoring international business who applied the SPIN Selling Technique to enhance sales in their workforce after graduation. By studying these students' experiences, this study intends to demonstrate the usefulness of SPIN Selling in training students in identifying both the explicit and implicit expectations of consumers, a key ability in today's complicated business world. The research investigation also looks at how SPIN Selling helps students learn the critical thinking, mobility, and customer-focused analytical abilities that future corporate executives are going to require in modern competitive business climate.

Apart from delivering practical sales abilities to students, SPIN Selling encourages them to establish an enduring client relationship and a reliable sales strategy. The need for trustworthy, customer-focused sales methods is increasing due to the constant shift in consumer behavior. By following to a systematic procedure designed to recognize customer expectations and offer personalize solutions, SPIN Selling creates dependability and satisfactory which are the two key components for long-lasting business partnerships.

This case study demonstrates that SPIN Selling is more than just a sales strategy. It is a way of thinking that motivates students to gain the skill sets needed to be successful in the business sector as administrators and sales representatives in the future after graduation.
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2. Literature Review

The past few years have seen considerable changes in sales education, which are suggestive of deeper developments in academic methodology and commercial operations. Universities have implemented sales training programs that highlight collaborative method like SPIN Selling in response to commercial organization' rising focus on relationship-driven sales strategies. In the late 1980s, Neil Rackham developed SPIN Selling as an opposition to traditional sales techniques, which usually centered around high-pressure closing techniques. In contrast to those who merely concentrated on closing the deal, the most effective representatives used organized enquiries to find and solve the more fundamental requirements of their customers, according to Rackham's research, which investigated more than 35,000 sales calls throughout a variety of business sectors (Rackham, 1988).

The four questions which is the importance framework of selling are Situation, Problem, Implication, and Need-Payoff. Each of these questions has a specific function in the sales process. In order to help the salesperson envision the situation of the deal, situation questions are used to obtain background information about the customer's current situation. While Implication Questions stimulate the client to think about the problems' deeper implications, Problem Questions concentrate on discovering the precise difficulties or pain spots that the customer is facing. In conclusion, Need-Payoff Questions assist the client in expressing the advantages of finding a solution to their issues, so presenting the salesperson's offer as the most sensible and advantageous choice (Rackham, 1988).

Because of its well-organized methodology, SPIN Selling has shown particularly favorable outcomes in business-to-business (B2B) selling situations containing several decision-makers and often complex agreements. Companies in high-value industries, such as technology, finance, and healthcare, where transactions are often high-value and customer requirements are differed, have made SPIN Selling a vital part of their sales strategies. This paper supports the success rate of SPIN Selling in different fields, demonstrating that professionals who apply the SPIN framework are stronger in building lasting relationships with clients and negotiating worthwhile investments. (Schwepker, et al., 2008)

A global viewpoint, on the current state of sales education, develop students' skills by highlights the need for programs to incorporate real-world experiences. The authors discuss about sales courses have gradually assumed experiential learning methods such as role-plays to practice techniques like SPIN selling for the students. (Deeter-Schmelz et al., 2011) In the context of RIC, students apply the SPIN framework to enable role-playing scenarios that simulate customer interactions, improving their skills to examine customer needs and offer adapted solutions. This paper focus on alumni from RIC feedback of the classroom exercises have prepared them well for the workforce, mainly in behavioral complex sales processes in international markets.

Sales competitions are methods of improving sales education, focusing on the European Sales Engineering Team Competition in this paper. These competitions act like real-world selling scenarios, encouraging students to use advanced selling technique such as SPIN selling. (Holopainen et al., 2019) This paper discusses with alumni from RIC have similarly taken roles in sales competitions, which have helped them refine their SPIN techniques by using them in competitive and high-pressure scenarios. These experiences enhanced their skills to identify customer problems and guide effective solutions, which is important in B2B sales environment are also suggested.

The role of B2B sales competitions in Southeast Asia, focusing on the importance of hands-on learning in building up next-generation sales professionals. In these competitions students can be able to use the SPIN Selling technique to connect in realistic customer conversations, where they analyze problems, evaluate implications, and advise solutions that match with customer needs. (Lappalainen et al.,2021). Alumni from RIC who have took roles in similar competitions found that the SPIN Selling technique helped them transition flexibly in the working environments. Especially, they informed that the ability to ask the right questions and connect with customers in significant dialogue, in the way of SPIN Selling technique has been helpful in achieving sales success.

The usefulness of SPIN Selling technique in promoting sales performance has been well-established in academic research. Rackham's initial study helped salespeople through his research SPIN framework, to be able to build stronger relationship with customers, leading to higher closing rates and greater customer satisfaction (Rackham, 1988). Following research, such as that managed by (Kotler and Keller, 2016), verified gaining importance of customer centric selling techniques in large enterprises, mainly in industries where long-term customer engagement are important in successful business environments.

SPIN Selling also engages in a main role in developing essential business proficiency other than improving sales performance. Role-playing exercises in sale courses guide students to practice critical thinking, communication, and problem-solving abilities in a safe, regulated environment before entering the workforce. Several studies have emphasized the importance of sales education, especially in nurturing professional competencies required in the business world (Bolander et al., 2014). In particular, the application of SPIN Selling in academic Class of IBM335 International entrepreneurships allows students to develop a structured approach to selling that extends beyond traditional sales tactics. (Mani et al.,2016) discovered that role-plays and mock interviews are highly effective in creating confidence and improve the students' sales abilities. Alumni from RIC have stated that learning the SPIN framework helped them enhance key skills in understanding customer needs and providing suitable solutions, supporting them more effective in their professional sales roles. These classroom activities are essential in preparing students for real-world applications of SPIN selling, allowing them to refine their skills in a controlled environment.

A critical aspect of this research is the transition alumni experience from classroom-based SPIN selling exercises to practical applications in the workforce. As Mani noted (Mani et al. ,2016), sales competitions and role-play exercises in university settings mirror real-world sales encounters. Alumni from International Business programs often cite these experiences as pivotal in shaping their sales careers, offering them a framework to address client needs effectively. Specifically, the SPIN technique equips them to ask the right questions, identify key issues faced by their clients, and provide tailored solutions, which is highly valued in professional environments (Bolander et al., 2014).

Moreover, alumni have noted that their experience with SPIN in academic scenarios, particularly during mock sales interviews and role-plays, provided a robust foundation for handling real clients. These experiences helped them navigate difficult sales conversations and build trust with clients by demonstrating an in-depth understanding of their business environments. According to research by Shohrowardhy and Karim (Shohrowardhy and Karim, 2016) the ability to apply the SPIN selling technique is strongly correlated with enhanced sales performance and customer satisfaction in business-to-business sales.

Despite its widespread success, SPIN Selling does have some limitations. Critics argue that the structured nature of the SPIN framework can be too time-consuming, particularly in industries where quick decision-making is required. The process of moving through multiple stages of questioning may slow down the sales process, making it less suitable for fast-paced or transactional sales environments (Ingram et al., 2008). Additionally, the focus on problem identification may not align with customer needs in industries driven by emotion or impulse. In such cases, alternative sales methodologies, such as MEDDIC or Challenger Sales, may offer a more efficient approach. MEDDIC, for example, focuses on qualifying prospects early in the sales cycle, making it more suitable for fast-moving environments, while the Challenger Sales model emphasizes challenging the customer's assumptions and offering new insights (Wilmot et al., 2019). For instance, the Challenger Sales model stresses questioning the customer's presumptions and providing fresh insights, whereas the MEDDIC model concentrates on certifying prospects early in the sales cycle, making it more appropriate for fast-moving situations (Wilmot et al., 2019).

In conclusion, SPIN Selling has proven to be a valuable tool in both academic and professional sales environments. Salespeople can establish trust, recognize client needs, and present customized solutions that result in long-term success thanks to its systematic approach. As demonstrated at Rangsit University International College, integrating SPIN Selling into International Business program education programs gives students the knowledge and expertise needed to succeed in challenging B2B settings. Although it might not be appropriate in every sales scenario, SPIN Selling is a vital technique for today's sales professionals since it can strengthen customer connections and boost sales.

3. Research Methodology
3.1. Research Design

This study employs a quantitative research design to analyze the impact of various factors on students' perceptions and behaviors in the class IBM335 International Entrepreneurship. A structured questionnaire was developed to collect primary data from students enrolled in the course. The questionnaire was designed to capture key variables relevant to the study, ensuring a comprehensive understanding of the subject matter.

3.2. Data Collection Method

Data was collected through a structured questionnaire distributed to students taking IBM335. The questionnaire consisted of both closed-ended and Likert-scale questions to facilitate quantitative analysis. This approach ensured uniformity in responses, making the data more reliable for statistical analysis. The survey was conducted in a controlled environment to minimize response biases and ensure data accuracy.

3.3. Sampling Technique and Participants

A convenience sampling technique was used to select participants from the IBM335 course. This approach was chosen because it is straight-forward and logical, especially since students studying international entrepreneurship are part of the target population. Based on the number of students registered in the course, the sample size was determined to ensure sufficient representation for appropriate statistical analysis.

3.4. Data Analysis Methods

To analyze the collected data, the study employs multiple statistical techniques. The primary methods of analysis include regression analysis and Analysis of Variance (ANOVA). Regression analysis will be used to examine relationships between independent and dependent variables, identifying significant predictors of students' perceptions and behaviors. ANOVA will be applied to compare means across different groups to determine significant differences among variables.

In cases where regression analysis and ANOVA do not yield statistically significant results, the study will employ a descriptive statistical approach. This will involve analyzing measures such as mean, median, mode, and standard deviation to provide a detailed and clear interpretation of the data. Descriptive statistics will help identify trends and patterns, offering valuable insights even in the absence of strong statistical significance from the primary analyses.

3.5. Ethical Considerations

This study follows ethical research guidelines by obtaining informed consent from all participants. Students were assured that their responses would remain confidential and used only for academic purposes. Participation was completely voluntary, and they could withdraw at any time without any consequences.

By employing these research methodologies, this study aims to produce reliable and insightful findings that contribute to the understanding of factors influencing students in the International Entrepreneurship course, particularly in relation to SPIN Selling techniques and their effectiveness in shaping entrepreneurial decision-making.

3.6. Research Questions

1. To what extent does knowledge of SPIN Selling influence its application in business-related scenarios?
2. How does the application of SPIN Selling techniques impact workplace performance in sales or negotiation settings?
3. In what ways does the effectiveness of SPIN Selling in the workplace contribute to career skill development?
4. How does student satisfaction with SPIN Selling training relate to their perceived career benefits?

3.7. Research Objectives

1. To analyze the relationship between knowledge of SPIN Selling and its practical application in business-related interactions.
2. To assess the impact of SPIN Selling techniques on workplace performance, including sales and negotiation outcomes.
3. To evaluate how the application of SPIN Selling in business environments enhances essential career skills such as negotiation, communication, and problem-solving.
4. To examine the correlation between student satisfaction with SPIN Selling training and their perception of its career benefits.

3.8. Conceptual Framework

        The conceptual framework for this study is designed to examine the relationship between students' knowledge and application of the SPIN Selling technique and its impact on their business performance, career development, and workplace effectiveness. The framework consists of three key constructs:

- SPIN Selling Knowledge & Usage (Independent Variable)
- Effectiveness of SPIN Selling in the Workplace (Mediating Variable)
- Career Impact & Skills Development (Dependent Variable)
- The study also includes an assessment of overall satisfaction and feedback to gauge students' perception of the effectiveness of SPIN Selling. See Figure 1
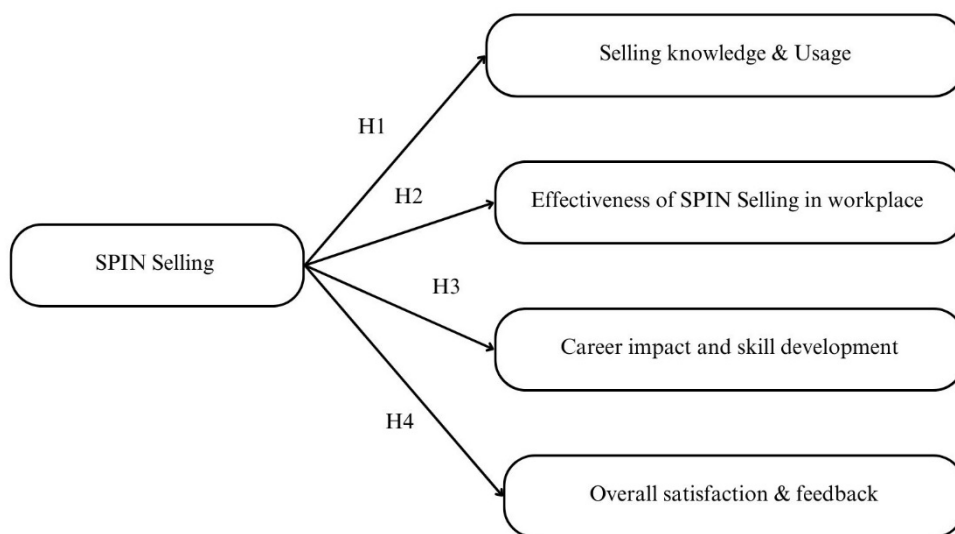

Figure 1. Conceptual Framework

3.9 Hypothesis Development

        Based on the conceptual framework, the following four hypotheses can be formulated:

H1: Knowledge of SPIN Selling has a positive impact on its usage in business-related scenarios.

H2: The application of SPIN Selling positively affects workplace performance.

H3: The effectiveness of SPIN Selling in the workplace enhances career skills development.

H4: The overall satisfaction of students with SPIN Selling training correlates with their perceived career benefits.

4. Results and Discussion

Table 1. Hypothesis 1: Knowledge of SPIN selling has a positive impact on its usage in business-related scenarios (Questions 5 and 6)

Statistics (Regression)	Value
R^2	0.2305
Adjusted R^2	0.2235
Coefficient (Intercept)	2.1649
Coefficient X1	0.4375
Multiple R	0.4802

This analysis explores the link between SPIN Selling usage at work and how well the SPIN Selling course at Rangsit University improved consultative selling skills. R^2 = 0.2305, meaning 23.05% of the variation in perceived course effectiveness is explained by SPIN Selling usage, and Adjusted R^2 = 0.2235, confirming moderate model strength. X1 coefficient = 0.4375 showing a significant positive relationship—the more frequently SPIN Selling is used, the better the perceived understanding of consultative selling.

Statistics (ANOVA)	Value
F-Statistic	32.6637
Significance (p-value)	9.66E-08
Regression SS	18.375
Residual SS	61.3187

The ANOVA results (F = 32.6637, p < 0.001) confirm the model's significance, showing that SPIN Selling usage significantly impacts perceived consultative selling understanding. The Regression SS (18.375) vs. Residual SS (61.3187) suggests that a notable part of course effectiveness is explained by SPIN Selling frequency. The findings align with the hypothesis that knowledge of SPIN Selling positively impacts its usage in business-related scenarios. The statistically significant relationship (p < 0.001, F = 32.6637) confirms that this effect is not random. This suggests that as individuals apply SPIN Selling in real-world business settings, their comprehension deepens, reinforcing the importance of practical application in both sales training and professional development. These results support the idea that gaining SPIN Selling knowledge encourages its continued use, leading to improved sales effectiveness over time.

Table 2. Hypothesis 2: The application of SPIN Selling positively affects workplace performance (Question 5 & 9)

Statistics (Regression)	Value
R²	0.2371
Adjusted R²	0.2301
Coefficient (Intercept)	1.6881
Coefficient X1	0.5312
Multiple R	0.4869

This regression analysis indicates a moderate positive correlation (R = 0.4869) between the independent and dependent variables. The model explains 23.71% of the variance (R² = 0.2371) with an adjusted R² of 0.2301. The coefficient for X1 is 0.5312 (p = 6.88E-08), indicating a significant positive relationship.

This highlight that frequent use of SPIN Selling can help strengthen client relationships and enhance perceived effectiveness. In simple terms, the regression analysis suggests that the more frequently individuals use SPIN Selling, the more they find it effective in establishing trust. The significant positive relationship (as shown by the coefficient for X1) further confirms that SPIN Selling, when used often, plays a role in building stronger trust with clients.

Statistics (ANOVA)	Value
F-Statistic	33.5687
Significance (p-value)	6.88E-08
Regression SS	27.0938
Residual SS	87.1699

The ANOVA results confirm that the model is highly statistically significant (p < 0.001), suggesting that the independent variable meaningfully contributes to explaining the dependent variable.

The model suggests that the independent variable significantly influences the dependent variable. This indicates that the relationship between SPIN Selling usage and trust-building is not by chance, but a significant trend. Since frequent use of SPIN Selling is positively linked to its effectiveness in building trust, organizations should emphasize regular use of the technique. By integrating SPIN Selling into daily sales practices and training employees to utilize it frequently, companies can significantly enhance their ability to build long-term relationships based on trust and credibility.

Table 3. Hypothesis 3: The effectiveness of SPIN selling in the workplace enhances career skills development (Question 5 and 14)

Statistics (Regression)	Value
R^2	0.1104
Adjusted R^2	0.1049
Coefficient (Intercept)	2.3838
Coefficient X1	0.3333
Multiple R	0.3362

This analysis examines the relationship between SPIN Selling usage at work and its influence on problem-solving and decision-making. $R^2 = 0.1104$, meaning 11.04% of the variance in decision-making influence is explained by SPIN Selling usage, and Adjusted $R^2 = 0.1049$, confirming moderate explanatory power. Moreover, X1 Coefficient = 0.3333 ($p < 0.001$), indicating a significant positive relationship—the more frequently SPIN Selling is used, the greater its impact on problem-solving and decision-making.

Statistics (ANOVA)	Value
F-Statistic	13.8949
Significance (p-value)	0.000308
Regression SS	10.6667
Residual SS	83.6757

The ANOVA results (F = 13.8949, $p < 0.001$) confirm that SPIN Selling usage significantly influences decision-making approaches. Furthermore, Regression SS (10.6667) and Residual SS (83.6757) suggest that frequent SPIN Selling usage is meaningfully linked to improved decision-making strategies.

This finding shows that frequent use of SPIN Selling is strongly linked to improved problem-solving and decision-making skills in the workplace. The statistically significant relationship ($p < 0.001$, F = 13.8949) confirms that this effect is consistent and not due to chance. This suggests that regular application of SPIN Selling helps professionals develop a structured approach to decision-making, making it a valuable tool in sales and business strategy. Organizations should incorporate SPIN Selling into training programs to enhance their critical thinking and problem-solving abilities in complex sales situations.

Table 4. Hypothesis 4: The overall satisfaction of students with SPIN selling training correlates with their perceived career benefits (Question 5 & 17)

Statistics (Regression)	Value
R^2	0.1741
Adjusted R^2	0.1665
Coefficient (Intercept)	1.8910
Coefficient X1	0.4688
Multiple R	0.4172

This analysis explores the relationship between SPIN Selling usage at work and satisfaction with SPIN Selling training at Rangsit University. Moreover, $R^2 = 0.1741$, meaning 17.41% of training satisfaction is explained by SPIN Selling usage, and Adjusted $R^2 = 0.1665$, confirming moderate explanatory power.

Statistics (ANOVA)	Value
F-Statistic	22.9072
Significance (p-value)	52.3E-06
Regression SS	21.0938
Residual SS	100.0954

The ANOVA results confirm statistical significance (F = 22.9702, p < 0.001), meaning that SPIN Selling usage significantly contributes to explaining variations in training satisfaction. The Regression SS (21.0938) vs. Residual SS (100.0954) suggests that SPIN Selling frequency plays a meaningful role in satisfaction with training. This finding emphasizes that frequent SPIN Selling usage is strongly associated with higher satisfaction with training. The positive coefficient (0.4688) suggests that those who regularly apply SPIN Selling in their job perceive the training as more effective and valuable. The statistically significant relationship (p < 0.001, F = 22.9702) confirms that this effect is not random. This highlights the importance of incorporating real-world applications into SPIN Selling training, as practical experience enhances learners' appreciation and perceived usefulness of the training.

Table 5. How Professional Sectors Influence SPIN Selling Adoption (Question 4 & 5)

Statistics (Regression)	Value
R²	0.0390
Adjusted R²	0.0302
Coefficient (Intercept)	3.3099
Coefficient X1	-0.0614
Multiple R	0.0376

This regression analysis shows the relationship between the independent variable and the dependent variable. The model explains 3.90% of the variance ($R^2 = 0.0390$) with an adjusted R^2 of 0.0302. The coefficient for X1 is -0.0614 ($p = 0.0376$), indicating a statistically significant negative relationship.

It means that the industry someone works in significantly influences how frequently they use the SPIN selling technique. Sales-oriented industries tend to use it more, while industries focused on technical, financial, or educational roles use it less. Since the relationship is negative, some industries appear to move away from structured sales techniques like SPIN.

Statistics (ANOVA)	Value
F-Statistic	4.4285
Significance (p-value)	0.0376
Regression SS	3.7481
Residual SS	92.2519

The ANOVA results confirm that the model is statistically significant ($p = 0.0376$), suggesting that the independent variable contributes to explaining the dependent variable, although the effect size is small. Some industries use SPIN selling more, while others use it less frequently. The negative coefficient from regression suggests certain industries (likely non-sales ones) use it significantly less.

Moreover, the result stated that the industry type is a statistically significant factor in predicting the use of SPIN selling. Since the p-value is 0.0376 (< 0.05), there is enough evidence to conclude that different industries have varying levels of SPIN selling adoption.

Table 6. Evaluating SPIN Selling: Student Perspectives on Sales Training "SPIN Selling Training"
(Question 3 & 6)

Regression

Statistics (Regression)	Value
R²	0.0013
Adjusted R²	-0.0079
Coefficient (Intercept)	3.4035
Coefficient X1	0.0265
Multiple R	0.7045

ANOVA Table

Statistics (ANOVA)	Value
F-Statistic	0.1445
Significance (p-value)	0.7045
Regression SS	0.1055
Residual SS	79.59

Regression and ANOVA were initially used to analyze the relationship between educational pursuit (X) and the perceived impact of the SPIN Selling course (Y, scale 1-5). However, the results were statistically insignificant (R^2 = 0.0013, p = 0.7045), indicating no meaningful relationship between education type and perceived course effectiveness.

Due to this, descriptive statistics were used:

Mean	Median	Mode	SV	CV
3.4775	4	4	0.847	24.37%

The survey results indicate a positive perception of the impact of the SPIN Selling course on improving consultative selling techniques among students at Rangsit University. The mean score of 3.48, close to 4 ("Significant"), suggests that most respondents found the course beneficial in enhancing their sales skills.
The median value of 4 confirms that at least half of the participants agreed with this statement, while the mode of 4 indicates that "Significant" was the most common response. Hence, Rangsit University should continue offering and improving the SPIN Selling course to further support students in developing consultative selling expertise.

Table 7. From Classroom to Career: The Impact of SPIN Selling on Real-World Sales Readiness (Question 12 & 13)

Statistics (Regression)	Value
R²	0.2107
Adjusted R²	0.2034
Coefficient (Intercept)	1.3878
Coefficient X1	0.5312
Multiple R	4.57E-07

This regression analysis examines the relationship between how well the SPIN Selling course prepared students for complex sales situations (X) and how important it was in their transition from academic learning to real-world business (Y). The R² of 0.2107 and Adjusted R² of 0.2034 indicated that 21.07% of the variation in real-world transition is explained by how well students felt prepared. The coefficient for X1 is 0.5312 (p < 0.001), indicating a significant positive relationship between perceived preparation and real-world application.

ANOVA Table

Statistics (ANOVA)	Value
F-Statistic	28.8284
Significance (p-value)	4.57E-07
Regression SS	24.6009
Residual SS	92.1627

The ANOVA results confirm the statistical significance of the model (F = 28.8284, p < 0.001), meaning that the SPIN Selling course significantly impacts students' ability to transition from academic learning to real-world business settings.

To summarize, the findings indicate that students who felt better prepared for complex sales situations through the SPIN Selling course also perceived it as more valuable in their transition from academic learning to real-world business. The statistically significant and moderately strong positive correlation (R² = 0.2107, p < 0.001) suggests that SPIN Selling plays a meaningful role in bridging the gap between theory and practical application in sales. These results highlight the importance of enhancing practical sales training within academic programs to better equip students for professional challenges.

5. Conclusion

The study's findings support the notion that SPIN Selling is a very successful sales approach that helps students develop their consultative selling abilities, which in turn helps them better understand the needs of their clients and establish enduring connections. Improved problem-solving, negotiating, and sales success in actual business settings are all greatly aided by the methodical SPIN Selling methodology. Numerous students who took SPIN Selling training at Rangsit University reported feeling more confident and capable of managing challenging sales situations, which is supported by survey results and statistical analysis. Notwithstanding its efficacy, the study also points up some drawbacks of SPIN Selling in sectors that demand prompt decision-making. Future studies should look into how SPIN Selling can be combined with other sales techniques to develop a more flexible

and comprehensive training program. Furthermore, broadening the study's focus to include experts from different sectors may offer more profound understandings of its relevance outside of the classroom. To sum up, adding SPIN Selling to sales education courses is a wise investment in developing the next generation of corporate executives. The competitive environment of contemporary sales and company growth can be better prepared for students by institutions by improving training techniques and adjusting to industry-specific requirements.

6. **Index**

Research Questions	Results
Part 1	
How frequently do you use the SPIN selling technique in your current job?	The highest percentage is **40.4%**, which corresponds to **3 (Moderate frequency)**. This indicates that the majority of respondents use the SPIN selling technique moderately in their current job. To increase adoption, consider providing targeted training and practical resources to help employees integrate SPIN Selling more frequently into their workflows.
To what extent did the SPIN Selling course at Rangsit University enhance your understanding of consultative selling techniques?	The highest percentage is **48.2%**, which corresponds to **4 (Significant enhancement)**. This indicates that the SPIN Selling course at Rangsit University significantly enhanced the understanding of consultative selling techniques for most respondents. The course has been effective in improving understanding, but there is still room to further enhance its impact. Consider incorporating more practical exercises and real-world case studies to help participants achieve the highest level of mastery (5).
How often do you rely on the SPIN Selling methodology when interacting with clients or stakeholders?	The highest percentage is **44.7%**, which corresponds to **4 (Frequent reliance)**. This indicates that a significant portion of respondents frequently rely on the SPIN Selling methodology when interacting with clients or stakeholders. While many respondents frequently use SPIN Selling, there is potential to increase consistency and mastery. Encourage regular practice and provide advanced training to help more individuals rely on SPIN Selling consistently (level 5).
Which part of the SPIN Selling technique (Situation, Problem, Implication, Need-Payoff) do you find most useful in your daily work?	The highest percentage is **39.5%**, which corresponds to **All equally useful**. This indicates that the majority of respondents find all parts of the SPIN Selling technique equally valuable in their daily work. Since most respondents value all components equally, emphasize the importance of a balanced approach to SPIN Selling. Encourage training that ensures equal proficiency in Situation, Problem, Implication, and Need-Payoff questions for comprehensive client interactions.
Part 2	

Research Questions	Results
How effective do you find SPIN Selling in building trust and credibility with clients?	The highest percentage is **43%**, which corresponds to **4 (Highly effective)**. This indicates that a significant portion of respondents find SPIN Selling highly effective in building trust and credibility with clients. While SPIN Selling is already seen as highly effective, it focuses on sharing best practices and success stories to help the remaining respondents achieve the highest level of effectiveness (level 5) in building trust and credibility.
In what type of work situations have you found SPIN Selling most applicable?	The highest percentages are **43.9% each for B2B and B2C**, indicating that SPIN Selling is equally applicable in both business-to-business and business-to-consumer contexts. Internal company negotiations and stakeholder engagements also show significant applicability but at a lower rate (21.9% each). Since SPIN Selling is highly applicable in both B2B and B2C contexts, consider tailoring training programs to address the unique challenges and opportunities in each area. Additionally, explore ways to expand its use in internal negotiations and stakeholder engagements for broader organizational impact.
Did learning SPIN Selling improve your ability to manage long-term customer relationships?	The highest percentage is **44.7%**, which corresponds to **4 (Significant improvement)**. This indicates that a significant portion of respondents experienced a notable improvement in managing long-term customer relationships after learning SPIN Selling. To further enhance the impact of SPIN Selling on long-term customer relationships, focus on advanced training modules that emphasize relationship-building strategies and real-world application in diverse scenarios.
How well did the SPIN Selling course prepare you to handle complex sales situations in your job?	The highest percentage is **46.5%**, which corresponds to **4 (Well-prepared)**. This indicates that the majority of respondents felt well-prepared by the SPIN Selling course to handle complex sales situations in their jobs. While the course has been effective, consider incorporating more advanced simulations and case studies to help participants achieve the highest level of preparedness (level 5) for even the most challenging sales scenarios.
Part 3	
How important was SPIN Selling in helping you transition from academic learning to the real-world business environment?	The highest percentage is **39.5%**, which corresponds to **4 (Very important)**. This indicates that a significant portion of respondents found SPIN Selling very important in bridging the gap between academic learning and real-world business applications. To further strengthen this transition, consider integrating more practical, hands-on

Research Questions	Results
	exercises and real-world case studies into the SPIN Selling curriculum to help participants achieve the highest level of confidence (level 5).
Has the SPIN Selling technique influenced the way you approach problem-solving and decision-making in your job?	The highest percentage is **42.1%**, which corresponds to **4 (Significant influence)**.This indicates that a significant portion of respondents found SPIN Selling to have a notable impact on their problem-solving and decision-making approaches in their jobs. To maximize this influence, consider offering advanced workshops that focus on applying SPIN Selling principles to complex problem-solving and strategic decision-making scenarios.
How has learning SPIN Selling impacted your ability to manage and negotiate with multiple stakeholders?	The highest percentage is **48.2%**, which corresponds to **4 (Significant impact)**. This indicates that nearly half of the respondents experienced a significant improvement in their ability to manage and negotiate with multiple stakeholders after learning SPIN Selling. To further enhance this impact, consider developing specialized training modules that focus on applying SPIN Selling techniques in multi-stakeholder environments, emphasizing collaboration and conflict resolution.
Do you believe the skills learned in the SPIN Selling course have improved your chances of career advancement or promotions?	The highest percentage is **65.5%**, which corresponds to **Yes**.This indicates that the majority of respondents believe that the SPIN Selling course has positively impacted their chances of career advancement or promotions. To build on this positive perception, consider offering follow-up courses or mentorship programs that focus on applying SPIN Selling skills in leadership and career growth scenarios.
Part 4	
Overall, how satisfied are you with the SPIN Selling training you received during your studies at Rangsit University?	The highest percentage is **35.1%**, which corresponds to **4 (Satisfied)**. This indicates that the majority of respondents are satisfied with the SPIN Selling training they received, though there is room for improvement to achieve higher satisfaction levels. To increase satisfaction further, consider gathering detailed feedback to identify specific areas for improvement and enhance the training program with more practical, real-world applications and advanced modules.
Would you recommend the SPIN Selling course to current students pursuing careers in sales or business management?	The highest percentage is **66.7%**, which corresponds to **Yes**. This indicates that the majority of respondents strongly recommend the SPIN Selling course to current students, highlighting its

Research Questions	Results
	value for careers in sales or business management. To capitalize on this positive sentiment, consider promoting the course through testimonials and success stories from alumni, while addressing the concerns of the "No" and "Not Sure" groups to further improve the program's appeal.

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