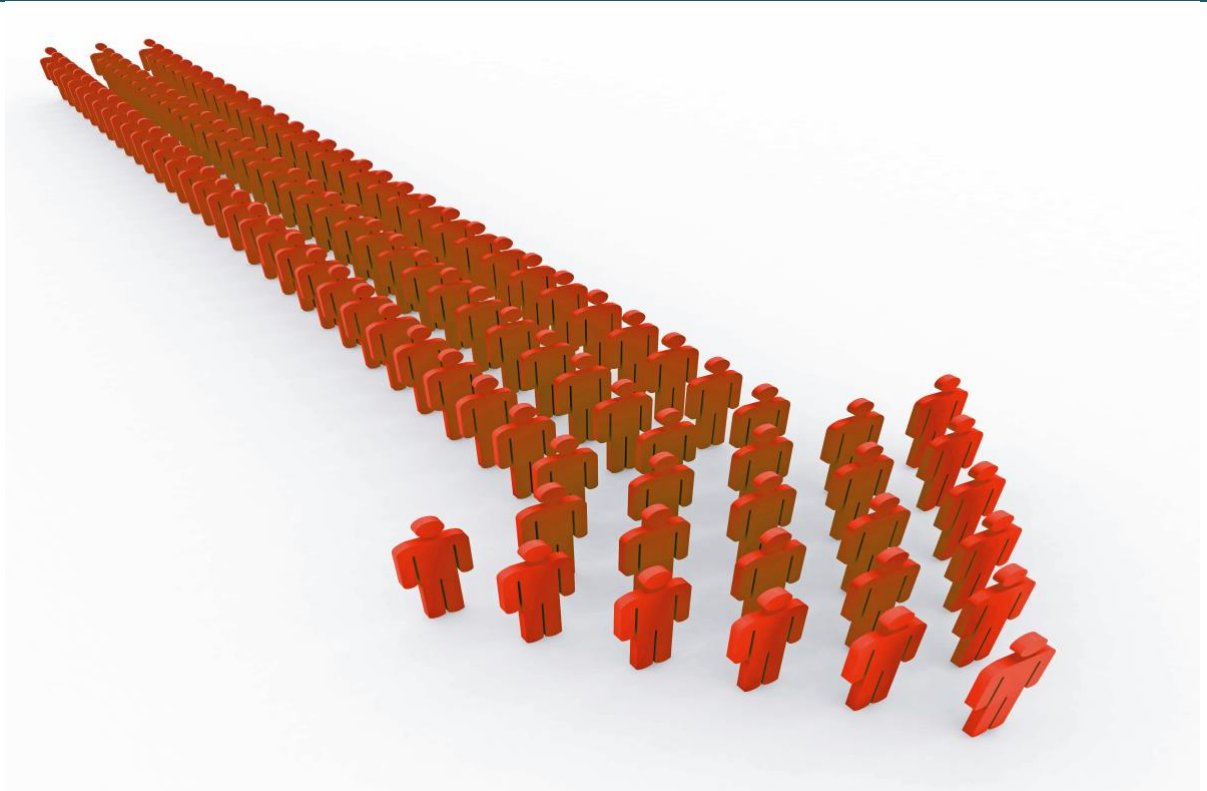


SCQ

Sales Competencies Questionnaire

User Manual



Copyright © 2022, MySkillsProfile.com Limited

www.myskillsprofile.com

SCQ is a trademark of MySkillsProfile.com Limited.

All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means or stored in a database or retrieval system without the prior written permission of MySkillsProfile.com Limited.

Contents

1. Introduction	2
1.1 Purpose of SCQ questionnaire	2
1.2 What the SCQ scales measure	3
1.3 How the SCQ was developed	3
1.4 Key areas of selling	5
1.5 Sales performance	6
1.6 Selling style	6
2. Applications and administration	9
2.1 Applications	9
a. Selection	9
b. Assessment and development centers	9
c. Training and development	9
e. Coaching and counseling	9
2.2 Administration	10
2.3 Norming	10
3. Scale descriptions	11
4. Interpretation	25
4.1 Sten scores	25
4.2 Feedback report	26
5. Reliability and validity	27
5.1 Internal consistency reliabilities	27
5.2 SCQ scale intercorrelations	28
5.3 Exploratory factor analysis	28
5.4 Relationships with other frameworks	30
5.5 Correlation with job performance	31
5.6 Demographics	33
6. Norms	35
7. References	39

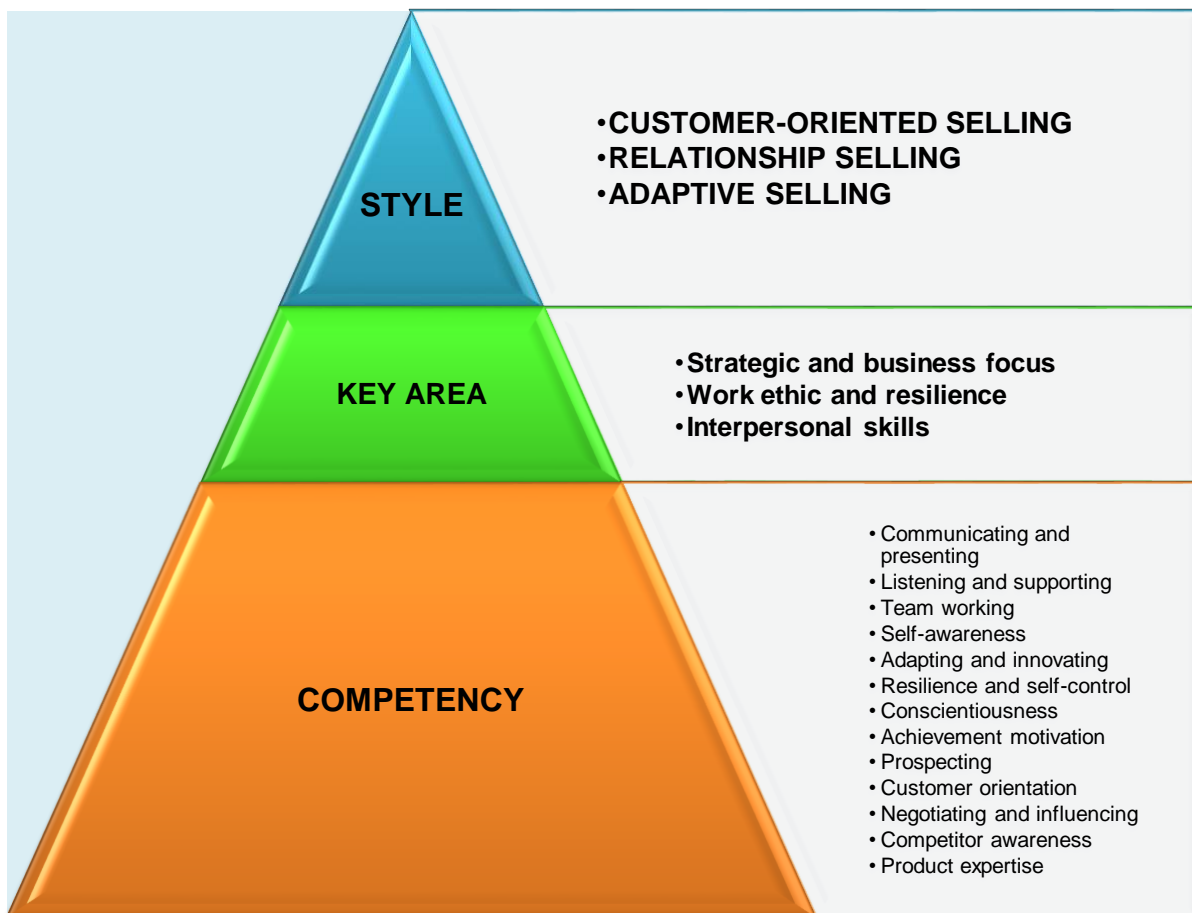
1. Introduction

This User Manual gives an overview of the application, administration, interpretation and reliability and validity of the SCQ questionnaire. Evidence for the reliability and validity is presented against some of the key the criteria in the EFPA Review Model for the Description and Evaluation of Psychological Tests (Bartram, 2002). The EFPA Review Model was produced to support and encourage the process of harmonizing the reviewing of tests. It provides a standard set of criteria to assess the quality of tests. These cover the common areas of test review such as norms, reliability and validity.

1.1 Purpose of SCQ questionnaire

The SCQ questionnaire was designed to provide information about an individual's sales competencies and style. The SCQ competency model measures 13 sales competencies covering three key areas of selling skills. It also provides an assessment of a salesperson's selling style against three well-established behavioral concepts in the sales literature-- adaptive selling, relationship selling and customer-oriented selling (Figure 1).

Figure 1. SCQ concept model of sales process



1.2 What the SCQ scales measure

The SCQ requires a test taker to rate their current performance on different competencies on a 5 point Likert scale ranging from “Exceptional strength” to “Definite improvement area.” The questionnaire consists of 156 statements (12 items per scale). Most test takers complete the test in about 10-15 minutes. The table below defines what each of the SCQ competency scales measure.

Competency	Definition
Communicating and presenting	Communicating clearly, giving good sales presentations, displaying charisma and self-assurance.
Listening and supporting	Listening actively to what customers say they need, sensing customers' needs, helping customers to express their needs.
Team working	Collaborating with colleagues, showing commitment to the team, committing to making the team a success.
Self-awareness	Thinking about what you are doing, reflecting on your sales performance, asking for feedback from buyers.
Adapting and innovating	Identifying innovative solutions for customers, adapting your sales tactics and approach to the buyer's situation.
Resilience and self-control	Maintaining a positive “can do” attitude, seeing setbacks as manageable, managing pressure and stress.
Conscientiousness	Planning sales activities, making sales calls and follow-ups as planned, gaining a reputation for reliability.
Achievement motivation	Striving to achieve all you can, setting yourself challenging goals, going the extra mile to achieve a sale.
Prospecting	Identifying the powerful buyers, getting high quality leads, turning prospects into customers.
Customer orientation	Excelling in satisfying your customers, customizing products and services, getting inside the customer's head.
Negotiating and influencing	Recognizing negotiating opportunities, trading and bargaining with customers, achieving win-win outcomes.
Competitor awareness	Understanding your competitors' strategies, dealing with competitors' advantages that buyers raise.
Product expertise	Showing that you are knowledgeable about your product line, persuading buyers that yours is the best solution.

1.3 How the SCQ was developed

The development of the SCQ assessment test took place in several distinct phases. The first development phase comprised a literature review. The purpose of the review was to gather information to help build a rich picture of a salesperson's roles, competencies/skills and desirable personal qualities and personality traits. The information was gathered from a range of sources including books, magazines, academic articles, websites and blog posts.

The output from the literature review was a list of the possible attributes of a successful salesperson recorded on a spreadsheet. The items on the list included sales skills, personal competencies, sales specific competencies, personal qualities and personality traits. These were transcribed onto cards.

4 SCQ User Manual

In the second phase, our goal was to create a draft selling skills framework in the format of a typical competency framework--that is, in a format similar to the Consortium for Research on Emotional Intelligence's Emotional Competence Framework or SHL's Universal Competency Framework--where the framework is made up of groups of short occupational statements representing desirable behaviors.

We used open card sorting to generate possible competency categories and elements which were transcribed onto spreadsheets. After numerous iterations, the output from this work stream was a competency framework covering thirteen areas with each area having twelve elements. We included a number of marker items from the Emotional Competence Framework (ECF) to enable us to examine the relationship between the SCQ scales and the ECF.

In the third phase of the development of the inventory, we transformed the competency framework into the format of a typical behavioral style assessment test and made this available on our website as a free online assessment with a basic feedback report. In the online questionnaire, the competency elements are presented in a random sequence and respondents rate their performance using a 5 point rating scale.

Exceptional strength	Strength	Satisfactory	Possible improvement area	Definite improvement area
----------------------	----------	--------------	---------------------------	---------------------------

After completing the assessment, respondents were asked to complete a personal details form that covered gender, age, ethnicity, nationality, employment and job performance. We analyzed data from the free assessment at regular intervals using reliability and factor analysis and made changes to items to improve the reliability and factor structure of the scales.

In the factor analyses of the competency items, we were able to identify item clusters in the rotated solutions for all the scales (although we did not observe "simple structure"). We also conducted a factor analysis of the competency scales and the initial exploratory analyses revealed a large general factor accounting for a high proportion of the variance. We initially interpreted this as a general sales factor but then considered an alternative interpretation which was that it might be general response bias altering and interfering with the analysis and interpretation of scores.

Response bias is a common problem with normative assessments especially where the items are transparent. Recent studies in the field of personality (Rammstedt, Goldberg, and Borg, 2010; Rammstedt and Kemper, 2011) suggest that the structure of instruments assessing the Big Five personality factors is sensitive to effects of acquiescent responding. When acquiescence was controlled for through ipsatization, the Big Five factor structure became much clearer and more congruent with simple structure.

This led us to ipsatize the data and investigate the factor structure of the scales with 1) ipsatized scores and 2) combined normative/ipsative scores (the mean of standardized normative and standardized ipsatized scores). Ipsatization transforms a respondent's scores relative to their average response so that their scale scores represent deviations from their average scale score. Factor analysis with the combined scale scores produced the best rotated solution with three distinct factors (see Chapter 5 for details).

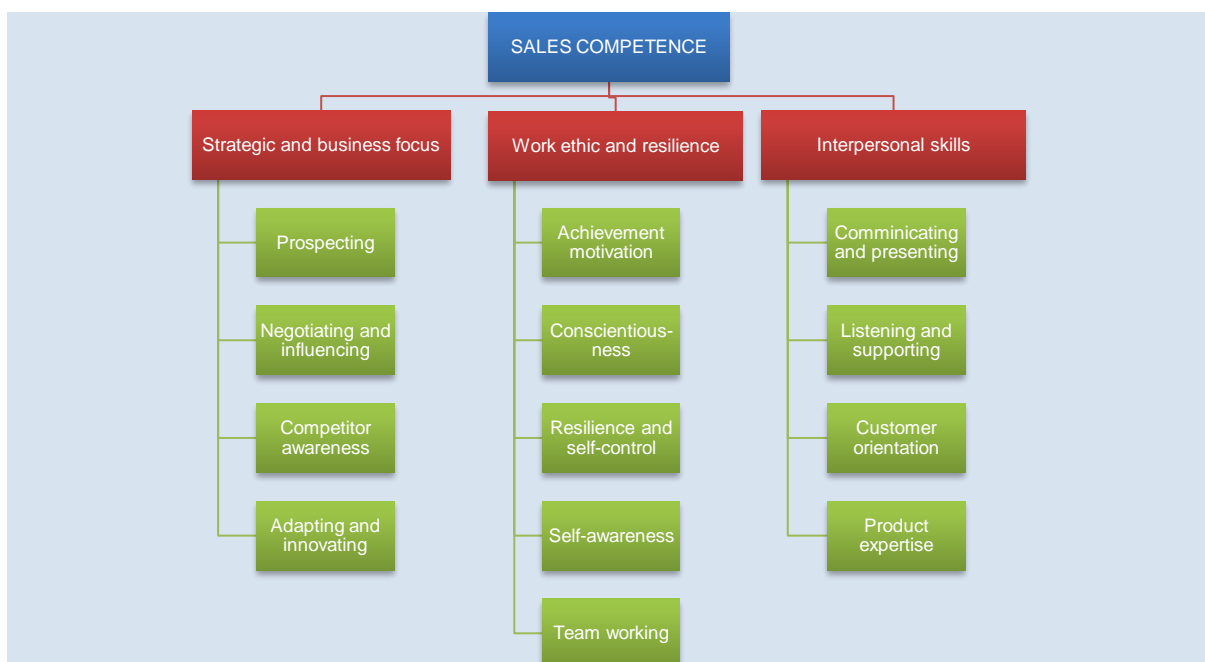
In the fourth phase of development, the SCQ user manual was written, and the final version of the assessment was implemented online with norms and a more comprehensive feedback report. Norms for the assessment are updated on an ongoing basis. It is important to recognize that many of the competencies that the instrument assesses are not unique to the SCQ and the desirable sets of behaviors that they capture can be seen in other sales and management competency frameworks under different titles and labels. The table below shows the SCQ competencies and some comparable competencies in four other published competency frameworks:

- Sales Competency Model published by the Hay Group;
- Sales Representatives' Competencies published by the CPSA Sales Institute;
- SHL Universal Competency Framework;
- Emotional Competence Framework published by the Consortium for Research on Emotional Intelligence.

1.4 Key areas of selling

Using normative/ipsative data, exploratory factor analyses of the SCQ data suggested a three factor model of sales competence (Figure 2). The scales shown under each factor are those that loaded at 0.4 or higher in the rotated component solution.

Figure 2. Three factor model of sales competence



The first factor throws light on a salesperson's strategic and business orientation. It covers prospecting, negotiating and influencing, adapting and innovating, and paying attention to the competitive environment. Respondents who scored high on this factor search for sales opportunities energetically, pay attention to their competitors, are skilled at negotiating and influencing, and are able to adapt and innovate. This factor may be related to the concept of adaptive selling where the aim is to offer a personalized service to customers.

The second factor illustrates the importance of work ethic and resilience and may also reflect the importance of emotional intelligence in the sales process. Achievement motivation, conscientiousness, resilience and self-control, self-awareness, and team working load on this factor. Resilience and self-awareness are well-established concepts in the literature on

emotional intelligence, and all five competencies feature in the Emotional Competence Framework developed by Goldman. According to Borg and Johnston's (2013) concept model of the sales process, EQ is a key building block in sales performance along with interpersonal skills.

Factor three seems to capture interpersonal skills/relationship/customer-oriented aspects of sales competence and relates to the concepts of *customer-oriented* and *relationship* selling prevalent in the sales literature. Respondents with high scores on this factor are skilled at communicating, listening, they are customer-oriented, and they are knowledgeable about the products they sell. This is consistent with Moncreif and Marshall (2005) who argue that high performance comes from satisfying customer needs and cultivating and maintaining customer relationships.

1.5 Sales performance

A key success criterion for any occupational measure is whether the results predict job performance. Our investigations suggest that the SCQ competency scales predict sales performance. At the end of the online questionnaire, there is an optional form where respondents are asked to provide information about their job performance. Respondents are asked to assess their performance over the last year using a four point scale from *excellent* to *unsatisfactory*. Using the same scale, respondents are also asked to report how their line managers rated their performance.

We used this information to look at the relationship between the SCQ scales and job performance, and we found that all the scales correlated significantly with performance. The median correlation between the SCQ scales and job performance was 0.37 when the self-assessments were used, and the median correlation was 0.31 when the line manager assessments were used.

We also carried out a regression analysis to throw light on which scales were the best predictors of sales performance. We obtained slightly different results depending on whether self-assessments or line manager assessments were used as the dependent measure. Overall, three scales emerged as the best predictors of reported sales performance: Resilience and Self-Control, Conscientiousness, and Communicating and Presenting (see Chapter 5 for details).

These findings show that successful salespeople are mentally tough and resilient; they are hardworking, responsible and dependable workers; and, they are skilful communicators and presenters.

1.6 Selling style

There are three well-established selling styles in the literature on selling: customer-oriented selling (Schwepker, 2003), adaptive selling (Park and Holloway, 2003) and relationship selling (Crosby, Evans and Cowles, 1990). The SCQ feedback report provides scores for these styles and explanatory narrative to facilitate self-analysis and discussion of different selling styles in training and development situations.

The items for these scales were selected using factor analysis and regression. We used factor analysis to identify a statistical cluster of items that appeared to be closely related to the selling style in question. We then used the total score from these items as the dependent variable in a stepwise regression and selected the best predictors as the additional items for a 20-item scale.

7 SCQ User Manual

Analysis of the correlations between the style scale scores revealed a modest statistically significant correlation between the customer-oriented selling style scale and the relationship selling style scale (0.3). The adaptive selling style scale did not correlate significantly with the other two scales.

Comparison with other competency frameworks

SCQ	Hay*	CPSA*	SHL Universal Competency Framework*	Emotional Competence Framework*
Communicating and presenting	Self-Confidence	Communicate according to customer type	Communicate and network effectively	Communication
Listening and supporting	Empathy	Listen effectively	Listen, consult others and communicate proactively	Empathy
Team working			Adapt to the team and build team spirit	Team capabilities
Self-awareness	Self-Control	Know more about yourself and clients	Communicate self-insight such as awareness of own strengths and weaknesses	Self-awareness
Adapting and innovating	Problem Solving	Present solutions/options	Adapt and respond well to change	Adapting and innovating
Resilience and self-control	Resilience	Manage stress	Cope with pressure and setbacks	Self-control
Conscientiousness	Initiative	Practice self-discipline	Plan ahead and work in a systematic and organized way	Commitment
Achievement motivation	Results Orientation	Create a personal vision/mission	Focus on results and achieving personal work objectives	Achievement drive
Prospecting	Information Seeking	Prospect for potential customers	Identify business opportunities for the organization	
Customer orientation	Customer Service Orientation	Create a customer care process	Focus on customer needs and satisfaction	Service orientation
Negotiating and influencing	Influencing Others	Negotiate for agreement	Gain clear agreement from others by persuading, convincing and negotiating	Influence
Competitor awareness		Research the competition	Keep up to date with competitor information and market trends	
Product expertise		Acquire up to date product/service knowledge	Apply specialist and detailed technical expertise	

*Note. Example competencies, not the full framework.

2. Applications and administration

The SCQ questionnaire is suitable for a range of assessment and development applications including selection, coaching, training, team building and career counseling.

2.1 Applications

a. Selection

SCQ interpretive reports about a candidate's preferred sales roles and competencies provide a structure for interviewers to discuss a candidate's potential strengths and weaknesses. In competency-based selection, the SCQ model provides a framework of six key areas and thirteen competencies to compare candidates against and use as the foundation for a competency-based interview.

b. Assessment and development centers

The SCQ profiles also provide a source of information about a candidate's sales strengths and development needs to put alongside information from in-tray and group exercises. The interpretive reports provide practical tips and suggestions for performance improvement for participants to consider alongside feedback from assessors.

c. Training and development

The SCQ questionnaire can help in the development of a company's existing staff in individual and group development contexts. The SCQ profile provides a structure for a member of staff and their line manager, mentor, trainer or coach to explore strengths and development needs. The development section of the interpretive report and downloadable guide provide practical ideas and suggestions for learning and development for trainees to consider.

d. Team building

Sharing of SCQ profiles can help sales teams to understand the range of skills and competencies that the team possesses and how these might be deployed in projects. The creation of an SCQ team profile may also reveal gaps in the team's capability and help identify suitable team development activities.

e. Coaching and counseling

The SCQ interpretive report provides a suitable structure for a coach to explore a client's preferred sales roles and their sales strengths and potential development needs. The feedback report identifies areas of sales that the client finds easy to perform and those areas that the client may be finding harder and be struggling with.

2.2 Administration

It is important that people who are asked to take the SCQ assessment test understand the purpose and process. Test takers typically want to know what the test measures, how it will be used, whether they will see their results, and who else will have access to their profiles. This information could be provided as part of a broader briefing about the assessment context, or it could be sent out with the invitation email to the online assessment session.

The SCQ questionnaire can only be administered online via MySkillsProfile.com. The service for individual customers provides a direct access service for individual customers to take the questionnaire, pay for the assessment by credit card, and download (or receive via email) the interpretive report in PDF format.

The corporate testing service works in a similar fashion except that test takers bypass the payment element, and test administrators have the option of determining how feedback reports are handled. The feedback handling options are that interpretive reports are sent to a) the test administrator, b) the test taker, or c) both the test administrator and test taker.

2.3 Norming

In order to interpret SCQ questionnaire raw scores, we compare an individual's results against an international comparison group of people who have answered the questionnaire. The international comparison group is referred to as the norm group or standardization sample, and the comparison generates a normative/ipsative Standard Ten Score (sten) for each scale as described above. Chapter 6 gives information about the composition of the norm group. The collection of norms from different countries is an ongoing process, and additional norm tables will be added as required.

3. Scale descriptions

Each scale description table in this section contains elements covering the meaning of low scores, moderate scores and high scores. The table also presents an example of the items from the scale.

	Page
1 Communicating and presenting	12
2 Listening and supporting	13
3 Team working	14
4 Self-awareness	15
5 Adapting and innovating	16
6 Resilience and self-control	17
7 Conscientiousness	18
8 Achievement motivation	19
9 Prospecting	20
10 Customer orientation	21
11 Negotiating and influencing	22
12 Competitor awareness	23
13 Product expertise	24

Scale 1. Communicating and presenting

Competency Description

Communicating clearly, giving good sales presentations, displaying charisma and self-assurance.

Example scale items

Displaying charisma and self-assurance.
Explaining the benefits of what you are selling to the buyer.
Selling yourself as a consultant.
Gaining customers' trust and respect.
Establishing credibility quickly.
Dealing with customers' skepticism and objections.

High Scorer

Competence Level

More competent communicator than the average salesperson in the comparison group.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Is fairly confident about ability to communicate.

Or

Has some knowledge and understanding of how to communicate but needs more experience.

Low Scorer

Has little knowledge and experience of how to communicate effectively with clients.

Scale 2. Listening and supporting

Competency Description

Listening actively to what customers say they need, sensing customers' needs, helping customers to express their needs.

Example scale items

Connecting with your customers.
Listening without interrupting.
Listening actively to what customers say they need.
Clarifying your understanding of the buyer's requirements with them.
Acknowledging what customers tell you about their needs.
Being warm and genuine with customers.

High Scorer

Competence Level

More skilled listener than the average salesperson in the comparison group.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Is fairly confident about ability to listen effectively.

Or

Has some knowledge and understanding of how to listen to what clients say but needs more experience.

Low Scorer

Has little knowledge and experience of how to listen carefully to clients.

Scale 3. Team working

Competency Description

Collaborating with colleagues, showing commitment to the team, committing to making the team a success.

Example scale items

Being friendly and cooperative with team members.
Showing commitment to the team.
Sharing credit for sales successes with other people.
Accepting other team members' strengths and weaknesses.
Collaborating with colleagues.
Sharing information with team members.

High Scorer

Competence Level

More team-oriented than the average salesperson in the comparison group.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Is fairly confident about ability to operate in teams.

Or

Has some experience and understanding of team working but needs to develop skills.

Low Scorer

Has little knowledge and experience of how to work in a team.

Scale 4. Self-awareness

Competency Description

Thinking about what you are doing, reflecting on your sales performance, asking for feedback from buyers.

Example scale items

Exploiting your strengths.
Thinking about what you are doing.
Learning from your successes and failures.
Showing a sense of humor.
Reflecting on your sales performance.
Asking for feedback from buyers.

High Scorer

Competence Level

More self-aware than the average salesperson in the comparison group.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Is fairly confident about ability to demonstrate self-awareness.

Or

Has some knowledge and understanding of self-awareness but needs to improve.

Low Scorer

Has little knowledge and experience of how to demonstrate self-awareness.

Scale 5. Adapting and innovating

Competency Description

Identifying innovative solutions for customers, adapting your sales tactics and approach to the buyer's situation.

Example scale items

Identifying innovative solutions for customers.
Feeding back customer views and ideas to improve your products.
Adapting your sales tactics and approach to the buyer's situation.
Recognizing the need to continually improve your products.
Cutting through red tape.
Bending rules to deliver what the buyer wants.

High Scorer

Competence Level

More innovative and adaptive than the average salesperson in the comparison group.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Is fairly confident about ability to adapt and innovate.

Or

Has some knowledge and understanding of adaptation and innovation but needs to develop skills.

Low Scorer

Has little knowledge and experience of how to adapt and innovate.

Scale 6. Resilience and self-control

Competency Description

Maintaining a positive “can do” attitude, seeing setbacks as manageable, managing pressure and stress.

Example scale items

Using positive affirmations and self-talk.
Handling pressure to sell more.
Maintaining a positive “can do” attitude.
Seeing setbacks as manageable.
Managing yourself under stress.
Making decisions under pressure.

High Scorer

Competence Level

More resilient than the average salesperson in the comparison group.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Is fairly confident about ability to handle stress and bounce back from setbacks.

Or

Has some knowledge and understanding of how to manage pressure and stress, but needs to improve skills.

Low Scorer

Has little knowledge and experience of how to manage pressure and stress.

Scale 7. Conscientiousness

Competency Description

Planning sales activities, making sales calls and follow-ups as planned, gaining a reputation for reliability.

Example scale items

Paying attention to the detail.
Using a time management system.
Preparing sales presentations.
Turning up for meetings on time.
Planning sales activities.
Finishing projects that you start.

High Scorer

Competence Level

Much conscientious than the average salesperson in the comparison group.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Is fairly confident about ability to plan and organize sales activities.

Or

Has some knowledge and understanding of how to plan and manage sales activities but needs to develop skills.

Low Scorer

Has little knowledge and experience of how to plan and manage sales activities.

Scale 8. Achievement motivation

Competency Description

Striving to achieve all you can, setting yourself challenging goals, going the extra mile to achieve a sale.

Example scale items

Displaying enthusiasm and commitment.
Carrying out sales activities quickly.
Believing in your ability to achieve things.
Seizing opportunities to make a sale.
Taking a long term perspective.
Working hard to achieve your sales targets.

High Scorer

Competence Level

Much achievement-oriented than the average salesperson in the comparison group.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Is fairly confident about ability to achieve.

Or

Has some knowledge and understanding of achievement motivation but needs to improve work ethic.

Low Scorer

Has little knowledge and experience of how to show achievement motivation and work ethic.

Scale 9. Prospecting

Competency Description

Identifying the powerful buyers, getting high quality leads, turning prospects into customers.

Example scale items

Turning phone calls into appointments.
Identifying the powerful buyers.
Finding new markets for your products and services.
Getting into the buying center.
Obtaining referred leads.
Getting high quality leads.

High Scorer

Competence Level

More competent at prospecting than the average salesperson in the comparison group.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Is fairly confident about ability to find potential buyers and win sales.

Or

Has some knowledge and understanding of how to prospect but needs to improve skills.

Low Scorer

Has little knowledge and experience of how to find potential buyers and win sales.

Scale 10. Customer orientation

Competency Description

Excelling in satisfying your customers, customizing products and services, getting inside the customer's head.

Example scale items

Tracking changes in customers' requirements and expectations.
Working in the best interests of the customer.
Excelling in satisfying your customers.
Diagnosing the critical issues facing the buyer.
Understanding your customers' buying motives.
Understanding your customers' buying processes.

High Scorer

Competence Level

More customer-focused than the average salesperson in the comparison group.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Is fairly confident about ability to deliver customer-oriented service.

Or

Has some knowledge and understanding of customer-focused behavior but needs to improve skills.

Low Scorer

Has little knowledge and understanding of how to act in a customer-focused manner.

Scale 11. Negotiating and influencing

Competency Description

Recognizing negotiating opportunities, trading and bargaining with customers, achieving win-win outcomes.

Example scale items

Making convincing final offers.
Trading and bargaining with customers.
Achieving win-win outcomes.
Clarifying the details of a sales agreement.
Reading emotional cues during negotiations.
Understanding the buyer's objectives.

High Scorer

Competence Level

More skilled negotiator than the average salesperson in the comparison group.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Shows a fair amount of skill in negotiating.

Or

Shows negotiating skills in some situations but not in others.

Low Scorer

Does not demonstrate much knowledge and skill about how to negotiate with customers.

Scale 12. Competitor awareness

Competency Description

Understanding your competitors' strategies, dealing with competitors' advantages that buyers raise.

Example scale items

Seeing competitors' strengths and weaknesses from the buyer's perspective.
Differentiating your products and services.
Determining where competitors are vulnerable.
Monitoring your competitors' product innovations.
Knowing whom you are competing against.
Observing the actions of your competitors.

High Scorer

Competence Level

More competitor-aware than the average salesperson in the comparison group.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Shows a fair amount of awareness of competitors' strategies and products.

Or

Shows awareness of competitors in some situations but not in others.

Low Scorer

Does not demonstrate much knowledge and awareness of competitors.

Scale 13. Product expertise

Competency Description

Showing that you are knowledgeable about your product line, persuading buyers that yours is the best solution.

Example scale items

Recognizing that the customer has a problem that you can solve.
Showing that you are knowledgeable about your product line.
Understanding your company's selling procedures.
Persuading buyers yours is the best solution.
Convincing customers that what you are selling will solve their problems.
Answering detailed questions about your products and services.

High Scorer

Competence Level

More expert in product line than the average salesperson in the comparison group.

Moderate Scorer

Competence Level

Demonstrates average/moderate level of competence.

Or

Shows a fair amount of product expertise.

Or

Shows product expertise in some situations but not in others.

Low Scorer

Does not demonstrate knowledge and expertise in product line.

4. Interpretation

4.1 Sten scores

The SCQ uses the standard ten (sten) scoring approach. To help professional advisers and salespeople understand what different sten scores mean, the SCQ interpretive model breaks the sten range into five sales level categories. The meaning of each of the categories is defined using percentile scores and descriptions of competence (Table 1).

The table below illustrates the approach, for example:

- A sten score of 8 in a SCQ scorecard indicates that the respondent has Level 5 selling skills which they should make the most of / exploit.
- A sten score of 5 in a SCQ scorecard indicates that the respondent has Level 3 selling skills which they should endeavor to work on.
- A sten score of 4 in a SCQ scorecard indicates that the respondent has Level 2 selling skills which they should try to develop.

Table 1. SCQ scoring approach

Sten	Percentile Meaning	Level	Competence
8-10	A score of 8 is higher than about 90% of the comparison group	5	Very well-developed competency/key strength to capitalize on
7	A score of 7 is higher than about 75% of the comparison group	4	Well-developed competency/emerging strength
5-6	A score of 5 is higher than about 40% of the comparison group	3	Moderately well-developed competency/midrange skill
4	A score of 4 is higher than about 25% of the comparison group	2	Less developed competency/embryonic skill
1-3	A score of 3 is higher than about 10% of the comparison group	1	Least developed competency/possible flaw

Table 2 shows how a respondent's sten scores relate to percentiles. For example, a sten score of 6 indicates that the respondent's sales skills are more developed than those of about 60% of respondents in international the comparison group.

Table 2. Relationship between stens and percentiles

Sten	Higher than % of respondents in the comparison group
10	99
9	95
8	90
7	75
6	60
5	40
4	25
3	10
2	5
1	1

4.2 Feedback report

The SCQ computer-generated feedback report has the following sections.

a. Introduction

Gives a brief introduction to the questionnaire explaining what the instrument measures and how the scoring system works.

b. SCQ competency framework

Provides concise descriptions of what each of the SCQ scales measure.

c. Profile summary

Provides a summary of the results of the assessment covering the six key sales roles and identifies any outstanding strengths and any development needs.

d. Sales competencies

Indicates the respondent's likely competency level in each of the competency areas and gives an indication of development needs.

e. Development advice

Provides general development advice and access to a downloadable development guide with practical tips and suggestions for performance improvement.

5. Reliability and validity

5.1 Internal consistency reliabilities

Table 4 presents internal consistency estimates based on Cronbach's Coefficient Alpha together with raw score SEMs. The questionnaire has excellent internal consistency reliability. In the standardization sample of 1,300 respondents, the internal consistency reliabilities of the scales ranged from 0.89 to 0.95 and the median reliability for the scales was 0.94.

Table 4. Internal consistency reliabilities (N=1,300)

Scale	Alpha	Mean	SD	Raw Score SEM
Strategy and business focus	0.95	78.06	13.77	3.08
Work ethic and resilience	0.95	74.60	14.15	3.16
Interpersonal skills	0.94	79.09	12.6	3.09
Customer-oriented selling	0.95	75.88	13.81	3.09
Relationship selling	0.95	76.15	13.67	3.06
Adaptive selling	0.94	76.06	13.77	3.37
Communicating and presenting	0.93	48.09	8.09	2.14
Listening and supporting	0.93	48.77	7.69	2.03
Team working	0.93	48.88	7.54	1.99
Self-awareness	0.91	47.21	7.90	2.37
Adapting and innovating	0.89	45.64	7.56	2.51
Resilience and self-control	0.91	45.88	8.12	2.44
Conscientiousness	0.90	45.92	8.54	2.70
Achievement motivation	0.93	48.06	8.24	2.18
Prospecting	0.94	44.11	9.50	2.33
Customer orientation	0.92	47.15	7.94	2.25
Negotiating and influencing	0.94	45.46	8.76	2.15
Competitor awareness	0.95	43.76	9.57	2.14
Product expertise	0.94	47.73	8.34	2.04
Median	0.94	48.06	8.54	2.37

The Standard Error of Measurement (SEM) provides a tolerance figure or error band around a person's observed competency scale score. There is a 68 percent likelihood that a person's true score will be within one SEM of the observed score. For the normative scales, the median scale raw score SEM was 2.37 in the standardization sample. This means that

there is a 68 percent likelihood that a person's true score is likely to be one sten either side of their observed score.

5.2 SCQ scale intercorrelations

Table 5 contains the scale correlation matrix for the SCQ standardization sample (N=1,300). These correlations are based on the combined normative/ipsative standardized scale scores. The correlations range from -0.16 to 0.57 and the median correlation was 0.23. This indicates that there is a good degree of independence between the SCQ scales. We conducted exploratory factor analysis to throw light on the pattern of correlations.

5.3 Exploratory factor analysis

Principal factors extraction with varimax rotation was performed on the SCQ competency scales on the standardization sample of 1,300 respondents using standardized combined normative/ipsative scores as described in Chapter 1. Three factors were extracted for the combined sample of men and women accounting for 53 percent of the variance. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy was 0.8, well above 0.6 required for a good factor analysis.

Table 6 shows the loadings of the scales on the factors. Communalities ranged from 0.4 to 0.7 with a median value of 0.6 indicating that the scales were reasonably well defined by the factor solution. With a cut of 0.32 (10% variance) for the inclusion of a scale in interpretation of a factor, all the scales loaded on at least one factor. Four of the scales in the solution were complex—Teamwork, Adapting and Innovating, Self-Awareness and Achievement Motivation.

Table 6. Rotated component matrix for SCQ scales (N=1,300)

Scale	F ¹	F ²	F ³
Prospecting	0.73	0.30	0.12
Negotiating and influencing	0.71	0.24	0.36
Competitor awareness	0.61	0.10	0.17
Team working	-0.61	0.40	0.25
Adapting and innovation	0.45	0.39	0.24
Resilience and self-control	0.01	0.73	0.02
Self-awareness	0.33	0.68	-0.03
Achievement motivation	0.38	0.62	0.22
Conscientiousness	-0.01	0.51	0.31
Customer orientation	0.04	0.11	0.73
Product expertise	0.31	-0.12	0.70
Listening and supporting	0.03	0.17	0.67
Communicating and presenting	0.28	0.31	0.56

Main factor loadings are in **bold**, secondary loadings above 0.32 are in **bold italic**.

Table 5. Intercorrelations of SCQ scales (N=1,300)

No	Scale	1	2	3	4	5	6	7	8	9	10	11	12	13
1	Communicating and presenting	1	.39**	.14**	.35**	.33**	.47**	.35**	.17**	.27**	.23**	.16**	-.03	.42**
2	Listening and supporting		1	.03	.16**	.39**	.25**	.14**	.19**	.31**	.08**	.12**	.17**	.25**
3	Competitor awareness			1	.41**	.36**	.36**	.13**	.23**	.15**	.08**	.30**	-.10**	.37**
4	Prospecting				1	.32**	.30**	.43**	.34**	.31**	.30**	.20**	-.14**	.57**
5	Customer orientation					1	.47**	.19**	.15**	.21**	.04	.41**	-.03	.39**
6	Product expertise						1	.22**	.16**	.17**	.06*	.32**	-.05	.41**
7	Achievement motivation							1	.28**	.46**	.33**	.17**	.02	.33**
8	Conscientiousness								1	.37**	.24**	.04	.14**	.24**
9	Self-awareness									1	.35**	.17**	.14**	.23**
10	Resilience and self-control										1	.08**	.11**	.21**
11	Adapting and innovating											1	.01	.28**
12	Team working												1	-.16**
13	Negotiating and influencing													1

** Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed).

The first factor appears to provide a measure of a salesperson's strategic and business focus. The four strongest contributing scales were Prospecting, Negotiating and Influencing (about 50% overlapping variance), Competitor Awareness, and Teamwork (about 40% overlapping variance). Teamwork loads negatively on this factor. Adapting and Innovating loads on this factor to a fair degree. The profile of a top salesperson emerging from this factor is an individual player who pursues business opportunities vigorously, is skilled at negotiation, is aware of the competition, and is adaptable and innovative.

The second factor appears to provide a measure of a number of personal and emotional competencies to do with a salesperson's work ethic and resilience. Resilience and Self-Control, Self-Awareness, Achievement Motivation, Conscientiousness, and Teamwork have the strongest loadings on this factor. This factor presents a picture of a high performing salesperson as mentally tough, self-aware, motivated to achieve, responsible and dependable, and team-oriented.

The third factor had four scales loading at over 0.56 (30% overlapping variance) on it. They were Customer Orientation, Product Expertise, Listening and Supporting, and Communicating and Presenting. This factor captures the importance of customer-orientation, product knowledge and interpersonal skills. This factor presents a profile of a top salesperson as skilled at interacting, presenting and listening; focused on customers; and, knowledgeable about the products or services they are selling.

5.4 Relationships with other frameworks

Table 7 shows the relationship between the SCQ scales and marker variables in the Emotional Competence Framework. The correlations range from 0.71 and 0.87 and the median correlation is 0.84. These findings confirm that the SCQ competencies are closely related to some of the competencies in the ECF.

Table 7. Correlations between SCQ and marker variables (N=1,300)

Scale	Emotional Competence Framework
Communicating and presenting	0.82
Listening and supporting	0.81
Competitor awareness	0.83
Customer orientation	0.85
Achievement motivation	0.88
Conscientiousness	0.78
Self-awareness	0.85
Resilience and self-control	0.85
Adapting and innovating	0.84
Team working	0.87
Negotiating and influencing	0.86
Median	0.84

All correlations are significant at the 0.01 level (2-tailed).

5.5 Correlation with job performance

Respondents in the standardization sample were asked to report how their manager assessed their performance at their last performance appraisal using a 4-point scale (excellent, good, satisfactory, unsatisfactory) and to assess their own performance using the same scale. Table 8 provides information about the number of respondents and distribution of ratings. The majority of respondents rated their performance as good or excellent and reported that their boss' rating of their performance was good or excellent. The correlation between the self and reported boss' rating was 0.68.

Table 8. Distribution of performance ratings in criterion validity study

Rating	Self		Boss	
	N	Percent	N	Percent
Excellent	401	34.1	419	37.5
Good	597	50.7	500	44.8
Satisfactory	179	15.2	150	13.4
Unsatisfactory	0	0.0	47	4.2
Total	1,177	100	1,116	100

Table 9 shows the correlations between the SCQ role and competency scale scores and job appraisal ratings in order of strength. The correlations between the scales and self-assessed job performance range from 0.32 to 0.43 with a median of 0.37. All the correlations are statistically significant at the 0.01 level. The correlations between the scales and the reported boss' job performance ratings range from 0.27 to 0.37 with a median of 0.31. All the correlations are significant at the 0.01 level.

The range and strength of correlations in these investigations are consistent with those reported in the literature for personality scales. Robertson (1997) notes that even with meta-analytic corrections, the upper limits for the validity of personality variables against overall work performance variables are in the range of 0.25 to 0.4.

Statistical regression is often used to help identify a subset of independent variables that are useful in predicting the dependent variable. SPSS stepwise regression was performed for men and women together with the self and boss' performance ratings as the dependent variables and the SCQ competency scales as the independent variables.

Table 9. Correlations between SCQ scales and job performance (N=1,300)

Scale	Self-Assessment	Boss Assessment
Work ethic and resilience	0.43	0.37
Customer-oriented selling	0.39	0.32
Relationship selling	0.38	0.31
Interpersonal skills	0.37	0.29
Adaptive selling	0.35	0.31
Strategy and business focus	0.35	0.30
Resilience and self-control	0.40	0.33
Self-awareness	0.40	0.35
Communicating and presenting	0.39	0.33
Conscientiousness	0.38	0.34
Achievement motivation	0.38	0.33
Negotiating and influencing	0.37	0.31
Prospecting	0.37	0.30
Customer-oriented	0.36	0.30
Listening and supporting	0.36	0.30
Product expertise	0.33	0.27
Adapting and innovating	0.33	0.28
Competitor awareness	0.32	0.27
Team working	0.28	0.22
Median	0.37	0.31

All correlations are significant at the 0.01 level (2-tailed).

When the self-assessment ratings were used as the dependent variable, three of the competency scales contributed significantly to the prediction of performance—Resilience and Self-Control, Conscientiousness, and Communicating and Presenting. Eighteen percent of the variability in performance ratings was predicted by the scores on these three scales (Table 10a).

Table 10a. Regression of competency scales on self-assessment ratings (N=1,177)

Model	R	R ²	Adj. R ²	Sig.
Resilience and Self-Control	.40	0.16	0.16	0.00
Resilience and Self-Control, Conscientiousness	.42	0.17	0.17	0.00
Resilience and Self-Control, Conscientiousness, Communicating and Presenting	.42	0.18	0.18	0.01

When the reported boss' ratings were used as the dependent variable, two of the competency scales contributed significantly to the prediction of performance—Conscientiousness and Resilience and Self-control. Twelve percent of the variability in performance ratings was predicted by the scores on these two scales (Table 10b).

Table 10b. Regression of competency scales on boss' ratings (N=1,116)

Model	R	R ²	Adj. R ²	Sig.
Conscientiousness	.34	.11	.11	.00
Conscientiousness, Resilience and Self-Control	.35	.12	.12	.00

5.6 Demographics

Table 11 shows the correlations between the scales and age and gender in the SCQ standardization sample. There were no statistically significant correlations related to age. There were seven significant correlations related to gender where the observed differences were very small. The largest differences were in team working and conscientiousness where women scored higher (0.1). These findings indicate that there is no need for separate norms related to age or gender.

Table 11. Correlation with age and gender (N=1,300)

Scale	Age	Gender
Strategy and business focus	0.00	-0.01
Work ethic and resilience	-0.02	0.08**
Interpersonal skills	0.03	0.05
Customer-oriented selling	0.03	0.07**
Relationship selling	0.00	0.07**
Adaptive selling	0.04	0.03
Achievement motivation	-0.03	0.08**
Adapting and innovating	0.03	0.00
Communicating and presenting	0.03	0.05
Competitor awareness	-0.03	-0.02
Conscientiousness	0.01	0.10**
Customer-oriented	0.03	0.07*
Listening and supporting	0.01	0.06*
Negotiating and presenting	0.00	0.00
Product expertise	0.03	0.01
Prospecting	-0.01	0.01
Resilience and self-control	-0.01	0.04
Self-awareness	0.00	0.05
Team working	-0.01	0.11**
Median	0	0.05

Gender was coded 1 for male and 2 for female. ** Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed)

Country

The standardization sample contained 575 respondents from the United States, 131 from Canada, 197 from the United Kingdom, 166 from Australia and 231 from other countries. Analysis of country-related mean scale scores revealed a statistically significant difference in the teamwork and product expertise scales but the differences were very small (Table 12). We will evaluate the differences between the mean scales scores from respondents from different countries as the sample grows and publish country-related norms if these are justified.

Table 12. Country-related differences in mean scale scores (N=1,300)

Scale	US = 575		Canada = 131		UK = 197		Australia = 166		Other = 231	
	M	SD	M	SD	M	SD	M	SD	M	SD
Strategy and business focus	79.19	14.16	76.85	12.84	78.04	12.51	77.11	12.87	76.64	14.79
Work ethic and resilience	75.46	14.67	73.42	13.38	74.61	13.30	74.27	12.74	73.36	14.86
Interpersonal skills	79.99	12.72	78.11	11.95	79.57	11.59	78.64	11.98	77.30	13.73
Customer-oriented selling	76.55	14.10	74.53	13.01	76.99	12.64	74.96	13.28	74.69	14.72
Relationship selling	76.90	14.19	75.03	12.50	76.47	12.77	75.73	12.74	74.91	14.33
Adaptive selling	76.74	14.35	74.86	12.72	76.73	12.54	75.42	12.79	74.93	14.49
Communicating and presenting	48.60	8.24	47.64	7.68	48.69	7.36	47.50	7.55	46.97	8.79
Listening and supporting	49.32	7.57	48.26	6.89	48.91	7.16	48.70	7.11	47.59	9.03
Competitor awareness	44.34	9.96	43.17	9.43	43.35	9.33	43.42	8.34	43.24	9.67
Prospecting	44.00	9.99	43.62	8.81	45.18	8.82	43.85	9.07	43.93	9.52
Customer orientation	47.84	7.98	46.17	7.44	46.95	7.53	46.76	7.82	46.45	8.43
Product expertise*	48.48	8.45	46.76	7.88	47.90	7.76	47.42	7.51	46.47	9.16
Achievement motivation	48.34	8.61	47.50	7.41	48.81	7.45	47.88	7.41	47.19	8.89
Conscientiousness	46.54	8.66	45.35	8.01	45.98	7.95	45.45	8.09	44.97	9.25
Self-awareness	47.86	8.04	46.67	7.31	47.14	7.29	46.84	7.13	46.21	8.78
Resilience and self-control	46.21	8.12	45.45	7.72	46.17	7.61	45.44	8.23	45.37	8.70
Adapting and innovating	46.09	7.71	44.89	7.31	45.92	6.98	45.42	7.25	44.84	7.96
Team working*	49.61	7.14	48.11	7.21	48.65	7.42	49.43	7.48	47.29	8.57
Negotiating and influencing	45.69	9.10	44.92	8.05	46.07	8.32	45.22	8.30	44.85	8.96

*Difference is significant at the 0.01 level.

6. Norms

The comparison group was created from an international sample of just under 3,000 persons who completed the online assessment at www.myskillsprofile.com. This incidental sample included people who had taken the test as individual customers and people who had taken the test as part of corporate selection and development initiatives. Respondents under 18 or over 65 were deleted from the sample. Duplicate cases and cases with missing personal data were also identified and deleted. A data set of 1,300 cases was then created from two equally-sized gender data sets. The cases for the gender data sets were selected randomly using SPSS.

Table 13. Gender and age characteristics of SCQ standardization sample (N=1,300)

Age	Male	Percent	Female	Percent	Total	Percent
18-24	47	7.2	53	8.2	100	7.7
25-34	178	27.4	219	33.7	397	30.5
35-44	247	38.0	211	32.5	458	35.2
45-54	135	20.8	132	20.3	267	20.5
55+	43	6.6	35	5.4	78	6.0
Total	650	100.0	650	100.0	1,300	100.0

Table 13 shows the gender and age characteristics of the sample. The sample has equal numbers of men and women and the age distribution of men and women is similar. The mean age of the sample was 37.6 years, and the standard deviation was 9.9. Just under 8 percent of respondents were aged 18 to 24. The majority of respondents were aged between 25 and 44. Twenty six percent were aged 45 to 64.

The nationality distribution of the international comparison group is shown in Table 14. Just under half of the respondents were from the United States.

Table 14. Nationality of respondents in SCQ standardization sample (N=1,300)

Country	Frequency	Percent
United States	575	44.2
Canada	131	10.1
United Kingdom	197	15.2
Australia	166	12.8
Other	231	17.8
Total	1,300	100.0

Table 15 shows the reported ethnic distribution of the standardization sample. Seventy-two percent of respondents described themselves as White, 7 percent said they were Asian, and 5 percent said they were Black.

Table 15. Ethnic make-up of standardization sample (N=1,300)

Ethnicity	Frequency	Percent
White	935	71.92%
Asian	88	6.77%
Black	65	5.00%
Mixed	52	4.00%
Spanish/Hispanic/Latino	35	2.69%
Chinese	9	0.69%
Other	116	8.92%
Total	1,300	100.00%

Analysis of job titles revealed that the vast majority of respondents were in sales positions. Table 16 shows the top ten sectors represented in the sample. Thirty percent of respondents reported working in the sales, accounting or consulting sectors.

Table 16. Sector composition of sample (N=1,300)

Sector	Frequency	Percent
Sales	236	18.2
Accounting	98	7.5
Consulting	68	5.2
Construction	44	3.4
Telecommunications	44	3.4
Advertising/marketing	42	3.2
Commercial banking	41	3.2
Medical/health care services	38	2.9
Computers/software	37	2.8
Health services	36	2.8

Norms for the questionnaire are shown in Tables 17a and b.

Table 17a. SCQ normative scale norms (N=1,300)

Scale	1	2	3	4	5	6	7	8	9	10
Strategy and business focus	20-55	56-61	62-70	71-77	78-82	83-89	90-93	94-95	96-98	99-100
Work ethic and resilience	20-51	52-58	59-66	67-73	74-79	80-85	86-89	90-93	94-98	99-100
Interpersonal skills	20-59	60-64	65-72	73-78	79-83	84-88	89-92	93-95	96-98	99-100
Customer-oriented selling	20-53	54-59	60-67	68-74	75-80	81-86	87-91	92-94	95-99	100
Relationship selling	20-54	55-60	61-67	68-74	75-80	81-85	86-91	92-94	95-99	100
Adaptive selling	20-53	54-60	61-67	68-74	75-80	81-86	87-91	92-94	95-98	99-100
Communicating and presenting	12-33	34-38	39-43	44-47	48-50	51-54	55-56	57-58	59	60
Listening and supporting	12-35	36-40	41-44	45-47	48-51	52-54	55-57	58-58	59	60
Competitor awareness	12-28	29-32	33-37	38-42	43-47	48-50	51-54	55-57	58-59	60
Prospecting	12-27	28-33	34-38	39-43	44-47	48-51	52-54	55-56	57-59	60
Customer orientation	12-34	35-37	38-42	43-46	47-49	50-53	54-55	56-57	58-59	60
Product expertise	12-33	34-37	38-43	44-47	48-50	51-54	55-57	58	59	60
Achievement motivation	12-33	34-38	39-44	44-47	48-51	52-54	55-56	57	58-59	60
Conscientiousness	12-31	32-35	36-40	41-45	46-48	49-52	53-55	56-57	58-59	60
Self-awareness	12-34	35-37	38-42	43-46	47-49	50-53	54-55	56-57	58-59	60
Resilience and self-control	12-32	33-36	37-41	42-45	46-48	49-51	52-54	55-56	57-58	60
Adapting and innovating	12-33	34-36	37-41	42-44	45-47	48-51	52-53	54-56	57-58	60
Team working	12-35	36-40	41-44	45-47	48-51	52-54	55-57	58	59	60
Negotiating and influencing	12-30	31-35	36-40	41-44	45-47	48-51	52-55	56-57	58-59	60

38 SCQ User Manual

Table 17b. SCQ ipsative scale norms* (N=1,300)

Scale	1	2	3	4	5	6	7	8	9	10
Strategy and business focus	0-36	37-38	39	40	41-42	43-44	45-46	47	48-52	53+
Work ethic and resilience	0-32	33-34	35-36	37	38-39	40	41	42-43	44-48	49+
Interpersonal skills	0-37	38-39	40	41	42-43	44-45	46-47	48-49	50-55	56+
Customer-oriented selling	0-33	34-35	36-37	38-39	40	41	42-43	44	45-49	50+
Relationship selling	0-34	35-36	37	38-39	40	41	42-43	44	45-50	51+
Adaptive selling	0-34	35-36	37	38-39	40	41	42-43	44	45-50	51+
Communicating and presenting	0-36	37-38	39	40	41-42	43	44-45	46-47	48-58	59+
Listening and supporting	0-37	38	39-40	41	42-43	44	45-46	47-49	50-54	55+
Competitor awareness	0-28	29-31	32-34	35-37	38-39	40-41	42-43	44-45	46-51	52+
Prospecting	0-30	31-32	33-35	36-37	38-39	40	41-42	43	44-48	49+
Customer orientation	0-36	37	38	39	40-41	42	43-44	45	46-50	51+
Product expertise	0-35	36-37	38-39	40	41-42	43	44-45	46-47	48-52	53+
Achievement motivation	0-36	37-38	39	40	41-42	43-44	45	46-47	48-53	54+
Conscientiousness	0-32	33-34	35-37	38-39	40	41-42	43	44-46	47-50	51+
Self-awareness	0-35	36-37	38	39-40	41	42	43	44-45	46-49	50+
Resilience and self-control	0-32	33-34	35-37	38-39	40	41-42	43-44	45-46	47-56	57+
Adapting and innovating	0-33	34-35	36-37	38	39	40-41	42-43	44-45	46-50	51+
Team working*	0-33	34-36	37-39	40-41	42-44	45-47	48-50	51-53	54-60	61+
Negotiating and influencing	0-33	34	35-36	37-38	39	40-41	42	43-44	45-49	50+

*Note. Ipsatized scores are calculated by subtracting each scale score from the average score of the SCQ scales and adding a constant (40).

7. References

Association for Talent Development (2010). *Implementing the World-Class Sales Competency Model*.

Baron, H., Bartram, D. and Kurz, R. (2003). The Great 8 as a framework for validation research. In *Occupational Psychology Conference 2003: Book of Proceedings*. Leicester, UK: British Psychological Society.

Bartram, D. (2002a). *EFPA Review Model for the description and evaluation of psychological instruments: Version 3.2. Evaluation Form*. Brussels: EFPA Standing Committee on Tests and Testing (September, 2002).

Bartram, D. (2002b). *EFPA Review Model for the description and evaluation of psychological instruments: Version 3.2. Notes for Reviewers*. Brussels: EFPA Standing Committee on Tests and Testing (September, 2002).

Bartram, D., Baron, H. & Kurz, R. (2003). *Let's Turn Validation on its Head*. Paper presented to BPS Occupational Psychology Conference 2003.

Bartram, D. (2012). *The SHL Universal Competency Framework*. SHL Group. Boles, J., Brashear, T., Bellenger, D. and Barksdale, H.Jr. (2000), *Relationship Selling Behaviors: Antecedents and Relationship with Performance*. *Journal of Business and Industrial Marketing*, 15 (2–3), 141–153.

Borg, S.W. and Johnston, J.J. (2013). *The IPS-EQ Model: Interpersonal Skills and Emotional Intelligence in a Sales Process*. *Journal of Personal Selling and Sales Management*, 33, 1.

Boyatzis, R. E. (2008). *Competencies in the 21st century*. *Journal of Management Development*, 27(1), 5-12.

Boyatzis, R. E., Good, D., and Massa, R. (2012). *Emotional, social, and cognitive intelligence and personality as predictors of sales leadership performance*. *Journal of Leadership and Organizational Studies*, 19(2), 191-201.

Brown, A. and Bartram, D. (2009). *Development and Psychometric Properties of OPQ32r. Supplement to the OPQ32 Technical Manual*. SHL Group Limited.

Costa, P. T., Jr, and McCrae, R. R. (1992). *Revised NEO Personality Inventory (Neo-PI-R) and NEO Five-Factor Inventory (NEO-FFI): Professional Manual*. Odessa, FL: Psychological Assessment Resources.

Consortium for Research on Emotional Intelligence in Organizations (1998). *Emotional Competence Framework*.

CPSA Sales Institute (2003). CPSA Sales Institute: Key Competencies for Sales Representatives.

Crosby, L.A., Evans, K.A. and Cowles, D. (1990). Relationship Quality in Services Selling: An Interpersonal Influence Perspective. *Journal of Marketing*, 54 (3), 68–81.

Goleman, D. (1998). *Working With Emotional Intelligence*. New York, NY: Bantam.

Hay Group (2001). *The Sales Competency Model*.

Hoessler, C. (2008). *Social Behavior Inventory: To Ipsatize or Not To Ipsatize, That Is The Question*. Wilfrid Laurier University.

International Personality Item Pool (2001). *A Scientific Collaboratory for the Development of Advanced Measures of Personality Traits and Other Individual Differences*. Internet Web Site: <http://pip.ori.org>.

Kurz, R. and Bartram, D. (2002). Competency and individual performance: modelling the world of work. In I.T. Robertson, M. Callinen and D. Bartram (Eds), *Organizational Effectiveness: The Role of Psychology*. Chichester, UK: Wiley.

Martin, S.W. (2011). *Seven Personality Traits of Top Salespeople*. HBR Blog Network.

Mayer, J. D., Salovey, P., and Caruso, D. R. (2008). Emotional intelligence: New ability or eclectic traits? *American Psychologist*, 63(6), 503-517.

Park, J.E. and Holloway B.B. (2003), *Adaptive Selling Behavior Revisited: An Empirical Examination of Learning Orientation, Sales Performance, and Job Satisfaction*. *Journal of Personal Selling and Sales Management*, 23, 3 239–251.

Rammstedt, B., Goldberg, L. R., & Borg, I. (2010). The measurement equivalence of Big-Five factor markers for persons with different levels of education. *Journal of Research in Personality*, 44, 53-61.

Rammstedt, B. & Kemper, C. J. (2011). Measurement equivalence of the Big Five: Shedding further light on potential causes of the educational bias. *Journal of Research in Personality*, 45, 121-125.

Rammstedt, B., Kemper, C. J., & Borg, I. (2013). Correcting Big Five personality measurements for acquiescence: An 18-country cross-cultural study. *European Journal of Personality*, 27, 71-81.

Rentz, J.O., Shepherd, D.C., Pratibha, A.T., Dabholkar, A. and Ladd R.T. (2002). *A Measure of Selling Skill: Scale Development and Validation*,” *Journal of Personal Selling and Sales Management*, 22, 1, 13–21.

Robertson, I. T., *Personality and Work Behaviour* (1997) Keynote Address to 2nd Australian Industrial and Organizational Psychology Conference.

Rozell, E. J., Pettijohn, C. E., and Parker, R. S. (2006). Emotional intelligence and dispositional affectivity as predictors of performance in salespeople. *Journal of Marketing Theory and Practice*, 14(2), 113-124.

SHL (2009). OPQ32r User Manual. SHL Group Limited.

Schwepker, C.H. (2003). Customer-oriented selling: a review, extension, and directions for future research. *Journal of Personal Selling and Sales Management*, 23(2), 151-171.

SPSS for Windows, Rel. 11.0.1. 2001. Chicago: SPSS Inc.

Tabachnick, G.T. and Fidell, S. (1989). *Using Multivariate Statistics*. Harper Collins Publishers, Inc.

Copyright © 2022, MySkillsProfile.com Limited

www.myskillsprofile.com

SCQ is a trademark of MySkillsProfile.com Limited.

All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means or stored in a database or retrieval system without the prior written permission of MySkillsProfile.com Limited.