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Pepperdine University
Graduate School of Education and Psychology

CRITICAL COMPETENCIES NEEDED FOR SUCCESSFUL OUTSIDE SALES
MANAGERS: A DELPHI STUDY

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Organizational Leadership

by

Christie Cooper

August, 2014

Farzin Madjidi, Ed.D. – Dissertation Chairperson

This dissertation, written by

Christie Cooper

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

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DEDICATION

To my husband, Howard, who for your never ending support, encouragement and love I am eternally grateful. I am truly blessed to have you in my life and hope we have 28 more exciting years to come together.

To my daughter Lauren, whom I adore; I enjoyed hanging out on the couch doing our homework together and giggling. You are a gift from God that I get to see everyday and I am so excited for the opportunities that are still before you.

For my mother, who taught me one of life's best lessons; hard work, which will stay with me all the days of my life. My experiences growing up have molded me into the person I am today.

Ik houd van jullie allemaal! (Translated from Dutch to English- means I love you all!)

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To Ken Teague, my undergraduate professor at Azusa Pacific University who first planted the seed in my mind about getting my doctorate degree. At that moment, I was content to just get my bachelor's degree and call it good. Thank you for giving me inspiration that I could have the possibility of making this happen. Ken, your role-modeled Christ-like behavior well and your initiation of prayer into our classroom was a blessing for us all.

For Scott Reinhardt, my previous line manager, thank you for allowing me to take the time over seven years ago to be at school every Tuesday evening. Without this flexibility I would not have been on this journey.

To the Irvine cohort, you each taught me more about people, life and to look at situations from a different lens. I hope we all keep in contact over the years to come. To my colleague Israel Passwater, who seemed to be given the designation by our cohort as the class administrator, you always had a handle on the tasks at hand that needed to be done and ensured our colleagues and I were on track.

Of course, without the input and guidance of my committee none of this would be possible. Dr. Madjidi, you modeled what a *genuine* leader looks like. Your encouraging approach and words of affirmation were always a welcome sound. To the Honorable Judge Tobin you sparked an interest in me wanting to learn more about the law, ethics and how a leader should act in turbulent times. Dr. Mallette, you are "simply the best!" Thank you for responding so quickly to me all the time. Your feedback is always welcomed and greatly appreciated!

To my lieveling Oma (means “darling grandmother” in Dutch), although not with us here any longer, her prayers for me, and my family have come to fruition. For the remainder of my friends and family, your thoughts, support and encouragement have always been appreciated and will never be forgotten.

VITA

MASTER CERTIFIED LEADERSHIP COACH*“To Inspire Learning, Develop Talent & Future Leaders”*

*“Today’s leaders work in a climate that is fast-paced and prone to change more rapidly than any other time in history. However, in today’s society when time is a precious commodity, leaders may be muddling through their work. A framework to assist leaders to be influential and make a difference is being proposed with “RACE to Leading: The Four Pillars in Leading to Influence – Recharging, Self-Awareness, Creating a Value Proposition, & Execution.” ...
LinkedIn.com*

Dedicated to enhance and inspire leadership with expertise in: MBTI/MMTIC, Talent & Leadership Development, Team Building, Creating Competency Models & Coaching, Andragogy, Instructional Design Models ADDIE & SAM.

Designs portfolio of customized workshops for individuals, teams, and multi-million dollar organizations using wide array of assessment and training tools and in-depth knowledge to effect clear communication, quality leadership, and team skills.

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BACHELOR OF SCIENCE, ORGANIZATION & LEADERSHIP, AZUSA PACIFIC UNIVERSITY, AZUSA, CA

CORE STRENGTHS

Ed.D. Organizational Leadership – Andragogy – Leadership Practices – Adobe Captivate Training – Board Certified Coach

Customized Workshops – Professional Lecturer – Business Presentations/Negotiations – Published Author – Graphic Facilitator

Change Management – Organizational Behavior/Theory/Practice – Learning Design & Evaluation – E-Learning Theory & Practice

PROFESSIONAL EXPERIENCE

COOPER CONSULTING GROUP, INC. — YORBA LINDA, CA

08/2012

TO PRESENT

FOUNDER & PRESIDENT (MBTI MASTER CERTIFIED PRACTITIONER)

Develops and executes customized interactive Leadership Development training programs and workshops for organizations, individuals, and teams. Utilizes broad range of assessment and training tools to inspire and educate clients with essential skills to learn, grow, and change. Achieves impactful and viable new training initiatives to increase ROI effectiveness organizationally, individually, and professionally.

NOTABLE ACCOMPLISHMENTS

- ▶ **33%** off process time — utilized gap analysis to effectively consolidate client's strategy meeting process under tight time constraints.
- ▶ Management/Associate relationship — provided client with practical tool to facilitate communication between management and associates to promote clear directives.

MARS, INC. (THE NUTRO COMPANY) — FRANKLIN, TN
10/2009 TO PRESENT

PROMOTED TO DISTRICT MANAGER

Manages Account Sales Teams performance with 9 direct reports in CA, AZ, NM, and TX with a sales portfolio of \$80M. Sets up and presents business development plans to ensure field sales, account activities, and quotas are aligned with company objectives. Procures talent acquisition, develops teams, and conducts annual reviews using company assessment key procedures to evaluate staff performance.

- ▶ **\$525,000** savings — established innovative e-credit form for employer to streamline credit processes reducing time and expense.
- ▶ **\$750,000+** increase — grew region's largest single independent account using excellent client relationship management skills.
- ▶ **16-chain** new account — strategically entered new market and rapidly secured large 16-chain natural food market account.

PROMOTED TO REGIONAL MANAGER

01/2007 TO 11/2009

Accountable for strategic growth and development of National Accounts managing 10 direct reports and individual contributors with \$80M sales portfolio. Skillfully developed and expedited sales initiatives collaborating with National Account partners to reach sales goals.

- ▶ **New** curriculum — implemented brand new sales curriculum generating increased sales performance and engaged employees.
- ▶ **Award** nominee — 1 of 8 semi-finalist teams nominated for Mars' Make The Difference Award.

PROMOTED TO CORPORATE TRAINER

05/2004 TO 10/2009

Promoted as company Corporate Trainer and facilitated training workshops on Selling Skills, Listening, Becoming the Trusted Business Advisor, Hiring/Interviewing, and Management Training for internal/external attendees on local and international platforms.

- ▶ **\$5.6M** revenue — Utilized U.S. based training curriculum to educate Japanese affiliate business unit resulting in added \$5.6M revenue.
- ▶ **20%** reduction in employee turnover — formulated, implemented, and hosted Hiring and Interview Workshop for 525 store chain entity to maximize employee retention.

PROMOTED TO KEY ACCOUNT DIRECTOR

06/2001 TO 01/2007

Assigned to manage key National Account with 150 stores in 5 states and 5 direct reports earning top sales district-wide. Directed talent acquisition, team training, sales meetings, performance reviews, store-level recommendations, promotional and sales execution.

- ▶ **16%** territory growth — 4 consecutive years of exceeding sales quotas surpassing standard of 4%.
- ▶ **13%** expense reduction — 4 consecutive years of lowering expense aggressively applying LEAN techniques.

PROMOTED TO TERRITORY MANAGER

02/1998 TO 06/2001

Rapidly promoted from Field Sales Rep to Territory Manager to lead 4 direct reports covering 350 stores in SoCal. Tasked with talent acquisition, training, mentoring, performance reviews, forecasting budgets, and ensuring sales targets were met or exceeded.

- ▶ **9%** sales increase — year-over-year grew territory sales outperforming industry average within \$10M territory.
- ▶ **36** consecutive months — first-time exceeded district quota requirement managing territory accounts.

CERTIFICATIONS

MBTI® Master Certified Practitioner (*1 of only 186 in US & Canada*) – CPP, Inc.
 DiSC® Certified Trainer & Authorized Inscape Publishing Distributor – John Wiley Company
 Trainer in Emotional Intelligence – TalentSmart
 Trained LPI 360 Coach – John Wiley Company
 Board Certified Coach – Center for Credentialing & Education
 Life & Business Coach – Life Purpose Institute
 5 Behaviors of a Cohesive Team Authorized Distributor & Trainer – John Wiley Company
 Voices ® 360 Certified – Korn/Ferry International
 Situational Leadership II Trainer & Channel Partner – The Ken Blanchard Companies
 Administers MMTIC (Murphy-Meisgeier Type Indicator for Children) – Center for Applications of Psychological Type
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 Leadership Architect® – Korn/Ferry International

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PROFESSIONAL DEVELOPMENT

Adobe Captivate Training, Organizational Behavior, Theory & Practice, Learning Design & Evaluation, E-Learning Theory & Practice, Leadership Practices Inventory, Selling Skills & Negotiating.

TECHNICAL SKILLS

MS Word, Excel, PowerPoint, Outlook, Proprietary Database.

ABSTRACT

As the world is rapidly advancing in technology and organizations are changing to become flatter, leaner, more efficient and more profitable it is critical for leaders and managers to keep their skills relevant to the world. In particular, outside sales managers once thought if they were outstanding performers as a sales person the next logical promotion would be to an outside sales manager. Therefore, it is vital to the success of an organization and the human capital in the organization, that leaders, in particular outside sales managers, have the necessary skills or competencies to be successful.

The purpose of this study was to explore the critical competencies needed for successful outside sales managers. The perspective of expert panelists was used in a three round Delphi study. Eighteen expert panelists looked at a comprehensive list of 172 competencies and then ranked them using a 5-point Likert scale, where 1=least important and 5=most important.

Fourteen competencies arose as critical for outside sales managers. They are: a) managing and measuring work; b) initiative; c) determination; d) drive for results; e) clarifies expectations; f) develops others; g) builds effective teams; h) inspires and motivates others; i) manages diversity; j) depth of understanding others; k) displays high integrity and honesty; l) trust; m) ethics and values; and n) customer focus.

The findings of this research can be used by organizations in making a competency model. Competencies, such as the fourteen identified in this research have been recognized as critical to the success of an outside sales manager. This competency model is referred to as The Duet Leadership Competency Model.

Chapter 1: Introduction

Background

As the world is rapidly changing, it is important for leaders and managers to keep up with the trends in business to be relevant and successful (Babakus, Cravens, Grant, Ingram & LaForge, 1996; Kantor, 1989; Zenger & Folkman, 2009). As many of the world's business enterprises have changed over the past century, so too has the focus on efficiency and success and what it takes for a manager to be competent. At the turn of the 20th century, Taylor (1911) noted, "The principal object of management should be to secure the maximum prosperity for the employer, coupled with the maximum prosperity for each employee" (p. 3). Maximum prosperity refers to the highest state of excellence and efficiency that should be attained in every sector of the business (Taylor, 1911). Fundamentally, maximum prosperity meant having people use their best initiative to produce the highest volume of work. There was no mention of specific job-related competencies managers or subordinates needed for success, other than to produce more volume than the competition. Taylor's rudimentary approach reinforced the infancy stage of the competency movement, management, and leadership. At the time, the word *leadership* was not used in the business world, although *management* was used (Wren & Bedeian, 2009).

In the 21st century, managers are described as leaders and not necessarily managers, even though the word manager is generally in the title of their position. The leaders in many business organizations define success as more revenue, more profits, higher market share, cost savings, and new product offerings. However, these cannot solely define success. Malcolm Forbes shared the following on success: "Only a handful of companies understand that all successful business operations come down to three basic principles: People, Product, Profit. Without TOP people, you cannot do much with the others" (as cited in Cashman, 2008, p. 23). It has been

recognized that the top ten percent of managers show the most positive impact on the business results of an organization (Zenger & Folkman, 2009).

Leaders of business enterprises define their success by the revenue they generate and their profitability. Productivity and performance of sales, therefore, are central issues for organizations. In the past, the emphasis on improving revenue and subsequently success has involved focusing on salespeople's performance rather than looking at the sales manager's performance and leadership in the organization (Babakus et al., 1996). Salespeople derive their performance through their ability to gain new distribution of products, either tangible or intangible, gaining new accounts, as well as by hitting sales targets on a monthly, quarterly, or annual basis. In comparison, the performance of a sales manager should be seen as the ability to hire and develop talent that eventually they could use in succession planning and building the bench. Building the bench refers to having a line-up of people who are ready and able to take on new positions when a vacancy arises. In addition, sales managers are responsible for strategic planning and identifying opportunities on which sales teams could capitalize. Lastly, sales managers are responsible for the motivation and engagement of their teams. Having engaged sales teams has been linked to the overall success of an organization (Zenger & Folkman, 2009). These two roles, the sales person and the sales manager, while closely linked, have very different responsibilities. Salespeople are responsible for the growth of their territory, and sales managers are responsible for the growth and development of their people and the territory. This description juxtaposes the two positions and shows that both have a foundation that is sales based, yet the sales manager has an additional tier of responsibility: people. The second tier separates the skills or competencies required for each role.

It has been customary in the field of sales, that if a sales representative excels at his or her job, the next step in the progression would be a promotion to a sales manager role. However, this dynamic does not always lead the sales manager or the organization to the path of success. Salespeople and sales managers have two distinct roles, and each role has its own skill set to perform well in the job. For sales managers, generally, the focus has been on the outer manifestations of leadership, which are a leader's vision or drive to get results, rather than on the inner competencies. Leaders with strong inner competencies are authentic, have influence, and create value (Cashman, 2008). The competencies that a sales manager is skilled in have a direct effect on the value a salesperson brings to the organization (Babakus et al., 1996; Cravens, Nikala & Piercy, 2009). With the effect that sales managers have on their salespeople, it is paradoxical that most sales managers have been promoted out of sales positions to become first-time line managers based on a strong individual contributor role. In other words, if someone can do Job A, it is predicted that person will be able to do Job B (Hallenbeck, McCall, & Silzer, 2006; Spiro, Rich, & Stanton, 2008). By taking this approach to promote a person out of sales and into an outside sales manager position or middle management position can hinder their ability to be successful in the new role and to be considered later for another promotion into an executive role. It has been shown in a 2013 Aberdeen Group study that 29 months is the time frame it can take a mid-level manager, that has high potential to become ready for a senior-level management position (Kaufman, 2014).

The competencies a salesperson needs are different from the competencies a sales manager needs to be an effective manager (Deeter-Schmelz, Goebel, & Kennedy, 2002). To some degree, it is assumed that managers seen as more effective or successful have a more desirable set of competencies (Garavan & McGuire, 2001).

Dessler (as cited in Kalargyrou & Woods, 2009) indicated that competencies “are demonstrable characteristics of a person that enable performance, and they entail knowledge, skills, and behaviors that facilitate employees to outperform” (p. 362). The competencies of outside sales managers (OSMs) is the area of interest for this study. Outside sales managers are also referred to as vice-president of sales, directors of sales, district managers, or regional managers. Outside sales managers are managers of an individual contributor or salesperson. This layer of management will be the focus of this research.

Given the direct, positive impact of the optimal competencies of sales managers on an organization’s success, the question that organizations face is whether people can learn competencies or they are innate. There are some traditional views that share competencies and competence are given or innate (Garavan & McGuire, 2001; Kalargyrou & Woods, 2009). McClelland (1973), Spencer and Spencer (1993), and Boyatzis (1982) showed the importance of competencies and how individuals can learn the behaviors to improve organizational outcomes. Improving organizational outcomes was proven in a separate global study of 180,000 individuals covering five layers of management that showed the continued development of people was critical to the importance of the individuals’ success (Cashman, 2008). If the individual is successful, ultimately the organization will be successful.

Driving Forces of Change/Statement of the Problem

Many organizations are choosing to restructure their hierarchy for a number of reasons. The reasons that are being considered are slower sales, mergers and or acquisitions, the ability for a company to stay ahead and nimble in their industry, flattening the hierarchy for numerous reasons, such as allowing the manager less opportunity to micromanage by having more direct reports. If a manager’s competencies are not relevant in the world today, based on

environmental and organizational changes such as flatter and less hierarchical organizations, then organizational leaders need to reevaluate the competencies required of an OSM so success can continue to occur (Allen, Freeman, Russel, Reizenstein & Rentz, 2001; Gentry, Harris, Baker, & Leslie, 2008).

In addition, the emergence of the Internet and e-commerce has changed the way people do business. The Internet too has created organizational changes in which sales teams may be more widely dispersed across the United States, thus creating a need to monitor teams remotely. More widely dispersed teams increase the need for managers to communicate more effectively and have improved performance (Gentry et al., 2008). This generates a need for managers to develop new competencies as their roles may be changing in scope.

The leaders of more than 75% of U.S. companies have embraced the competency framework and are using these concepts to develop the human capital in their organizations (Kalargyrou & Woods, 2009). While this percentage may seem positive, what is not shared are the competencies that are being sought after by these U.S. companies. While Zenger & Folkman (2009) propose, “Our research identified 16 competencies that actually separated the top 10 percent of all leaders from the rest” (p. 18). If organizations are not identifying the competencies that are mission critical for a leader in their business this can translate to poor leaders. Poor leaders in turn can still have a significant impact over an organization and its’ success. This impact can lead to greater turnover, less engaged associates, less satisfied customers and poor sales results. Therefore, identifying the mission critical competencies for a leader are crucial to the success of the individual and the organization.

Although the competency movement is relatively young, with roots going back to the 1970s, there is still a lot of work needed to ensure the competencies being used 40 years later are

still relevant, which is the basis for more investigation. The competencies or principals first identified by Taylor (1911) will be explored in this research up to more current competencies as identified by Lombardo & Eichiner (2014).

Purpose of the Study

Sales managers who possess the right competencies for their job are critical to the financial success of organizations. Yet, the literature contains an inconsistent list of the competencies that sales managers need to support the long-term success of their organizations. A competency is broadly defined as a skill set that has been identified as important for a particular job. Accordingly, the purpose of this study is to identify competencies that outside sales managers or OSMs who work in the for-profit sector need to possess to be successful. An OSM is identified as the following positions; vice-president of sales, director of sales, district manager, or regional manager. The OSM position is responsible for the development of a sales team, executing plans, and achieving goals and quotas.

Research Question

The research question to examine in this study is as follows:

What critical competencies do OSMs need to be successful?

This research may add to the current body of knowledge with a list of competencies needed by OSMs to support the success of their organizations. The primary responsibility of OSMs is to lead and manage nonmanagerial sales personnel while being accountable for the development of their personnel and the revenue produced by all associates within their division or business unit (Cron & DeCarlo, 2009; Dubinsky & Ingram, 1983).

Other considerations are expectations based on gender roles whether males and females should have the same or similar competencies. Today, more women are choosing to leave

traditional roles in the home and are seeking employment in the business world. Almost 29% of the companies in the United States are women-owned firms, which is a vast difference from decades ago (U.S. Census Bureau, 2010).

Other reflections to consider are the variety of generations and ethnic groups working together today. Aghazadeh (2004) noted, “Becoming a diverse organization makes good business sense for profit as well as for not-for-profit companies” (p. 525). This diversity was represented on the 2010 U.S. Census, with the Hispanic or Latino population representing almost 17% of the population and becoming the fastest growing minority population in the United States. In addition, just over 56% of the U.S. population is foreign born. The foreign-born population comes mainly from two countries. Twenty-eight percent had a birthplace in Asia, and 53% were born in Latin America. The median age of the entire U.S. population is 37.2 years old. So much diversity can give organizational leaders the opportunity to realize gains in many areas, which can make them more successful and competitive in the marketplace.

Significance of the Study

A review of the literature indicates that research in the area of salesperson competency has been conducted, yet the research on sales managers has been somewhat limited in the recent past (Lambert, 2007). Therefore, the aim of this research is to fill the gap in literature and research, at least partially, by exploring the competencies for OSMs. Having the essential competencies is important to business as the mastered competency of OSMs will increase their ability to lead a team of sales representatives effectively, which in turn will help stakeholders to be successful. The stakeholders are retailers, which is the customer; consumers; the OSM’s peers and manager; and the organization as a whole.

The current body of research shows that successful managers have a different set of competencies than average managers (Boyatzis, 1982). Being able to research which competencies are seen in average and in successful OSMs will benefit organizations in the future, especially given how much change has occurred in the past decade. The significance of this research will help to unfold the leadership competencies that retailers and OSMs' line managers consider necessary for success. Identifying gaps in leadership competencies will benefit OSMs by allowing them to fill the disparity perceived by the retailer or their own line manager. These gaps, once identified can be filled in through the use of training to ensure the individual has the best chance to improve his or her skill set.

Limitations of the Study

The researcher's main place of employment is in the same industry as many of the stakeholders. Therefore, there is some degree of subjectivity regarding what the researcher may initially believe the outcome of the research will be. Kumar (2011) described subjectivity as "related to your educational background, training and competence in research, and your philosophical perspective" (p. 246). The researcher will be cautious and aware of these views and attitudes toward possible outcomes and will seek to gain the true essence of the stakeholders' beliefs.

Other limitations may include the following:

- Panel experts may not be able to see the big picture in a study in which they are involved.
- Limitations of the Delphi approach include but are not limited to a decline in response rate at each new round.
- Panelists may intentionally withhold information for any number of unknown reasons.

Chapter 3 mentions more limitations.

Key Assumptions

A few key assumptions the researcher is considering are:

- The panelists will be completely honest in their feedback when identifying how important or not important the competencies are.
- The panelists will not show a bias based on the lens they are looking through and what they customarily look for without necessarily fully considering the competencies being shown to them.

Definition of Terms

It is important to be familiar with the terms shown below, which will appear throughout the paper.

Competency companions. When a leader has demonstrated one competency and another competency is assumed to be held by the leader, yet not demonstrated is glued to the previous demonstrated competency, thus giving someone the impression that a person is good at two areas when only one competency was demonstrated (Zenger & Folkman, 2009).

Competency movement. David McClelland is referred to as the “father of the modern competency movement.” This movement identified a variety of frameworks and competencies to be used in making job descriptions.

Distributor: A company that buys an item from the manufacturer and sells it to another person or company.

Effective performance: “Minimally acceptable level of work, the lower cutoff point below which an employee would not be considered competent to do the job” (Spencer & Spencer, 1993, p. 13).

Emotional intelligence: A theory from the 1970s used to describe the ability of a person to identify their own emotions as well as the emotions of others. Daniel Goleman's model is being referred to in this study.

Learning Agility: Often seen as a person's ability to know what to do, when they don't know what to do. Defined as "the silver bullet" to the success of an organization when selecting successful candidates for performing well (Orr & Hallenbeck, 2013).

Lominger: A company name derived from two authors: Michael Lombardo and Richard Eichinger.

Manufacturer: A company that produces an item and sells it to another person or company.

Outcomes: The result of a person's action that can be tangible or intangible, such as advice or a decision (Mansfield & Gowa, 1993).

Outside sales manager (OSM): Also known as vice-president of sales, director of sales, district manager, or regional manager. This position is responsible for the development of a team, executing plans, and achieving goals and quotas.

Outside salesperson: A salesperson who goes from one retail establishment to another in search of selling products and promotions his or her company is offering for sale.

Retailer: The person who owns or works in the retail establishment who has purchased product from the distributor and sells the goods to the consumer or end user.

SMART goals: Goals that are written using five components; specific, measurable, attainable, relates to corporate goals and time bound.

Superior performance: The top 10% of all performers, statistically shown as one standard deviation above average performers (Spencer & Spencer, 1993).

Underlying characteristics: Generalized ways of thinking that endure for long periods of time that can predict behavior (Spencer & Spencer, 1993).

Summary

How organizations define success is a key component and for those organizations who describe having top people as mission critical to their success more often than not will find they are more profitable and successful. These top people are seen as having key competencies that average performers do not. Therefore, the identification of these key competencies should be a driving force for organizations to look for in individuals. However, this was not always the case.

Early at the turn of the 20th century, Taylor had a rudimentary approach to identifying principles of management, which could be seen as the onset of the infancy stage of the competency movement. While these principles spoke of management, there was no mention of leadership. Fast forward to the present day of 2014 and now almost 75% of U.S. based companies are using some sort of competency framework for their associates. What is not said is what type of competencies are these organizations looking for? Is it the competencies that have been identified by some authors as those found in superior performers? A comprehensive list of competencies will be identified in this research and a determination made as to which competencies are mission critical.

For the purposes of this study, the competencies that are needed for successful outside sales managers is being sought out for identification. While much research has been done on the role of a salesperson and the competencies needed for this position, the role of an outside sales manager has limited research. There has been an assumption by many that if a sales person could do Job A well, then it was predicted they could do Job B well. Many sales people have excelled in their positions find the next likely progression is to move into management.

However, the competencies needed for each position are different, which makes the theory of doing Job A well equals doing Job B well, may not be the best strategy or progression for sales people leading them into a management or leadership role. Looking at each role individually and the competencies that each role is required to have should be the criteria when evaluating people for positions in sales versus positions in management.

Identifying the competencies for an outside sales manager is important, as it will distinguish what they need to excel at to be productive or profitable for their organizations. While OSMs may have similar base competencies as a sales person, such as customer focus, there is a tier of competencies that the manager would need to acquire that a sales person does not.

In addition, there are numerous driving forces that are creating a need to change how business is being conducted. Changes such as flatter and less hierarchical organizations, managers who are managing teams remotely, the Internet and e-commerce create a necessity for outside sales managers to develop new competencies or reinforce existing competencies as their roles change in scope. With change occurring at a faster rate today than in the past, it will be important to forecast competencies needed for the future. If organizations wait till the new change has occurred this may be too late and then the organization may find themselves behind the curve.

Many people in organizations can learn much from those leaders who are excelling. It is for this reason that the “cutoff” point for excellence on competencies was “set at the 90th percentile” (Zenger & Folkman, 2009, p. 244). It may seem like a high standard to achieve, yet to be seen as the best it is a standard that needs to be strived for.

One area that some organizations may need to address is *when* and *how* to determine a person has the competencies needed that are considered critical to the position of an OSM. The *when* can be answered by starting with the interview process. If a company does not have a process in place to identify competencies, then this will require more pre-work on the part of the organization. According to Claudio Fernandez-Araoz (2014), “Few executives think their companies are doing a good job identifying and developing qualified leaders” (p. 6). Even more disturbing was research conducted by Boston Consulting Group which showed, “...56% of executives see gaps in their ability to fill senior managerial roles...” (Fernando-Araoz, 2014, p. 6). Hiring for competencies or effectively retraining and developing leaders that have gaps in competencies are essential to their success needs to happen today.

Chapter 2: Review of Literature

Introduction

This review of literature includes an examination of the state of the art in research regarding leadership and other competencies for OSMs in the for-profit sector to be successful. In reviewing the literature, the following eight themes surfaced and are discussed in the following sections:

1. Early stages of management
2. The evolving workplace
3. The role of an OSM
4. Defining a competency
5. History of the competency movement
6. Developing a competency model
7. Leadership
8. Competencies identified

These eight themes will show the evolution from early management into the current concepts of leadership and competencies.

Early Stages of Management

The world is a tumultuous place for organizations to survive and thrive (Alldredge & Nilan, 2000; Kantor, 1989; Kouzes & Posner, 2007). The evolution of conducting business has made it necessary for managers and leaders to adapt to a changing world. The need to change and evolve to stay relevant has allowed some organizations and people to succeed and bring along new managers and leaders for continued success. Kouzes and Posner (2007) shared the following on leadership in times of uncertainty:

Leadership matters. And it matters more in times of uncertainty than in times of stability. And since leadership matters more in times of uncertainty, then leadership development should matter more now than ever. If today's leaders want tomorrow's organizations to thrive, they have an obligation to prepare a new generation of leaders. (pp. 22-23)

Leaders are facing challenging and complex situations that will require using skills to accomplish organizations' strategic goals. Skills that leaders used in the past might no longer be relevant as other skills emerge as important (Hallenbeck et al., 2006). The identification of current skills needed to match the requirements of the job need evaluating based on current organizational goals and the landscape of the environment. What managers faced years ago may not be the relevant issues they are facing today.

The terminology of management and needed skills in people can be seen thousands of years ago. Delegation in Egypt existed as early as 1750 BCE, in which the word supervisor is derived from the ancient term vizier (Wren & Bedeian, 2009). An Egyptian Hebrew named Joseph, who had been sold into slavery by his brothers, was delegated by the pharaoh to the position of vizier. Joseph received this position from the pharaoh due to his ability to forecast, which was a key responsibility for Joseph as he monitored the rise and fall of the Nile River, a main artery for the economy (Wren & Bedeian, 2009). The ability to forecast may be viewed as strategic agility today. Despite the need for a term of supervisors, there was no specific declaration of management, yet Joseph was clearly supervising.

For years, researchers have noted that management has been in need of proficient leadership. More recent than a vizier are the words of Sun Tzu, which give some resemblance to management through graduating ranks among his officers (Wren & Bedeian, 2009). Sun Tzu

was a high-ranking Chinese strategist who declared the following to his staff: “The General that hearkens to my counsel and acts upon it will conquer. . . . The General that hearkens not to my counsel nor acts upon it, will suffer defeat” (as cited in Wren & Bedeian, 2009, pp. 14). In this quote, Sun Tzu gave some indication of the delineation of ranks, listening to one’s manager, and the problems that went along with a manager-subordinate role. In this example, there will be consequences for the manager or general who does not follow directions.

This manager-subordinate role has been played throughout the world and is known as the rule of 10 (Wren & Bedeian, 2009). This hierarchy of management, the rule of 10, refers to 10 people working under one main person or groups of 10 people multiplied in 10s. Although never worded as management, that is what it was. The Egyptians showed this hierarchy even when burying their dead. Distinctive clothing was noted when excavating Egyptian burial grounds. Workers were clustered together and buried with one style of clothing, whereas robes would adorn perceived supervisors. The rule of 10 management hierarchy also shows up in the Roman army as cohorts. A cohort consisted of 10 soldiers, which led into a larger cavalry of over 100 soldiers. Wren and Bedeian (2009) reported Marco Polo to have spoken about tribes in “China, Tibet, Burma, India . . . Mongolia and Manchuria organized their armies for battle . . . and appoints an officer to the command of ten men” (p. 22). Hierarchical spans of management occurred throughout the millennia and through a multitude of civilizations.

In 1850, the idea of management was unknown (Drucker, 1992). A cotton mill owned by the Friedrich family, with less than 300 people did not use the word manager to identify those that were put in charge of others. Instead, they employed charge hands whose job was to enforce discipline over their fellow workers. During this era, Henri Fayol, a French engineer, and Max Weber, a German economist, shared their ideas about principles of management (see Table 1)

and how a company should be structured (Wren & Bedeian, 2009). Their works continue to influence managerial thinking.

Table 1

List of Principles of Management by Fayol

Division of work	Authority	Discipline	Unity of command
Unity of direction	Remuneration	Centralization	Scalar chain
Order	Equity	Initiative	Esprit de corps
Subordination of individual interests to the general interest		Stability of tenure of personnel	

The list of principles was not meant to be a rigid approach to management. Instead, the manager using these principles was allowed to have the flexibility to decide how and when to use the principles, which would require a degree of expertise. Since the introduction of this list, Fayol has become known as the father of modern management. This list of principles can be viewed as a precursor to more modernized leadership competencies.

Almost 175 years after Fayol began to structure the management concept, the largest single group of workers, which the U.S. Census Bureau calls managerial and professional, contributes to one third of the total of all U.S. workers (Wren & Bedeian, 2009). This classification of workers once not named throughout history as such, has emerged as a class of its own. Although the design of management has been around since the dawn of civilization, as noted throughout history, it is critical to understand how this layer of people needs to evolve continually to be relevant in the workplace. Lombardo and Eichinger (2014), share, “The major research on management and leadership development, however, is still a young, evolving set of finding, and the systems around it haven’t been mature enough to necessarily work in a practical manner” (p. 13).

The Evolving Workplace

Evolution and change are constants. How individuals handle change is the basis for their relevance in the workplace. To stay relevant in the workplace, people must evaluate their own skill sets. Skill sets need to keep up with the rapid pace of technology and need to be forecasted to some degree as to what competencies will be needed for the future. Individuals and organizations change as the environment changes, and individuals need to acquire new skills frequently and quickly or they will become obsolete (Drucker, 1992). Keeping up with how organizations are changing is vital. Many organizational leaders are choosing to downsize and restructure their organizations due to rising costs, due to lack of profit or revenue, to remove poor performing employees, and to eliminate excessive layers of unneeded management (Babakus et al., 1996; DeMeuse, Bergmann, Vanderheiden & Roraff, 2004; Gentry et al., 2008). Downsizing or announced lay-offs in some organizations has become an accepted best practice in dealing with uncertainty (DeMeuse et al., 2004; Wertheim & Robinson, 2000). Organizations are shifting from a top-down, command and control model of management to a leaner and flatter hierarchy (Allen et al., 2001; Gentry et al., 2008). Along with restructuring, technology has helped evolve the management sector as well.

Technology is a common practice in most businesses. Kantor (1989) contended that technology and competitive stress have made some forms of work and positions archaic. Friedman (2007) noted the turning point in a new era of technology occurred in 2000 and called it Globalization 3.0. Globalization 3.0 is described as many individuals having access to a personal computer and the digital world, which in turn allowed for greater collaboration between individuals, companies, and countries. The Internet has led business leaders to reorganize the manner in which things are done. E-mail and social media have created a new form of

communication between companies, customers, and employees. This change has created a need for improvements in communication, performance, team collaboration, and managing (Salas, Kosarzycki, Tannenbaum & Carnegie, 2004). Skills and abilities important to managers at the turn of the 20th century are different from those needed in the 21st century (Kantor, 1989). The evolving workplace is what drives the need to identify competencies continually to ensure the set of competencies being used are relevant.

Role of a Sales Manager

The sales manager's position is evolutionary. The workplace has evolved into a flatter, leaner hierarchy, and in many instances, managing remotely is commonplace. With flatter organizations, salespeople are expected to work in territories that have a vastly larger geographical area. This has meant sales managers typically have more direct reports covering a larger geographical area. Sales managers are expected to manage more people remotely. The new workplace structure has driven sales managers who once managed with a top-down command style to manage by objectives. Managing by objectives does not involve micromanaging; managers instead review reports, objectives, and sales from each salesperson.

As the role of salespeople evolves to meet the needs of the market and customers, sales managers also need to evolve. Salespeople used to focus on selling their products (Spiro, Rich & Stanton, 2008). Today, salespeople must solve problems, be aware of consumer insights, be a marketing consultant, and be a category manager. Sales managers are trying to empower their salespeople, rather than dominate them (Spiro et al., 2008). Therefore, the old top-down dictatorial style of managing is evolving so OSMs are becoming leaders rather than dictatorial bosses. Spiro et al. (2008) shared six distinct roles of a sales manager (see Figure 1). The six roles may vary based on the depth and breadth of other departments in an organization. For

example, some larger firms have very large personnel and organization departments that may hold the responsibility for conducting all or a part of the recruiting and hiring process. However, most sales managers have some involvement in this process.



Figure 1. Six roles of a sales manager.

1. Strategic planning: The OSM is responsible for meeting or exceeding a company's goals. These goals could be laid out as shown in Figure 2.

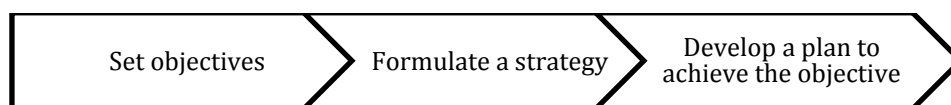


Figure 2. Strategic planning for OSMs.

Outside sales managers may find themselves having to manage competing goals from different departments in an effort to hit the metrics for which they are accountable. Setting objectives, formulating a strategy, and being accountable for achieving goals are the ultimate responsibilities of sales managers. Normally the work in how this is conducted is done through the efforts and implementation of the salesperson.

2. Organizing the sales force: Ensuring that the geography of the sales person's territory is accurately pinned out and the right coverage is being made on the customers is important (Spiro et al., 2008).

3. Recruiting and hiring: To create a talent pipeline, sales managers need to be effective and skilled in the art of recruiting and hiring new salespeople (Orr & Sack, 2009). Hiring a new person should be done with the thought of building the bench for the future. If sales managers continue to hire for current roles, they may have a pool of people who may not be suited for future roles.

4. Training and development: While most large corporations have in-house training departments, the sales manager needs to identify areas of development in which each salesperson may need to obtain mastery so that the salesperson can be effective. Training needs to be continually reinforced by the sales manager to the salesperson. Identifying skills or lack thereof is the responsibility of the sales manager.

5. Motivation and leadership: It has been proposed that passion is something that all leaders need to have, along with a balance of competence and meeting organizational needs (Zenger & Folkman, 2009). Sales managers need to be able to rally their teams to create enthusiasm and excitement. The enthusiasm can decrease easily from some salespeople as they try to close sales and are not successful. In addition, managers need to ensure that the vision of the organization has been accepted and is being acted upon by all salespeople on their team. If there is any uncertainty here, then goal attainment may be strained.

6. Performance evaluation: Sales managers should give regular consistent feedback and coaching to their salespeople. Quarterly feedback sessions between a sales manager and salespeople should involve both parties giving feedback about what is working and what is not

working in the salespeople's performance. Sales managers conduct performance evaluations consistently throughout the year. Feedback given and received throughout the year should match the year-end result.

The six elements a sales manager is responsible for encompass many areas and are different from the role requirements of a salesperson. The competencies needed for success should be carefully considered for each role, and each role should be filled with people who meet the appropriate competencies. An individual contributor role, or salesperson, is concerned with him or herself, whereas the manager has responsibility for him or herself and others.

Defining a Competency

The word competency can be used as a generic term for anything that can affect job performance. The terms competency and skill set are often used interchangeably. Definitions for the word competency abound (see Table 2), but they are closely aligned in meaning. The first step of this research is to look at defining what a competency is, which involves reviewing the works of four different authors. A review of the definitions indicates competencies are not job descriptions and often are used interchangeably with the word skill.

Table 2

Definitions of Competency by Author

Author	Definition
Boyatzis	"A job competency is an underlying characteristic of a person in that it may be a motive, trait, skill, aspect of one's self-image or social role, or a body of knowledge which he or she uses" (Boyatzis, 1982, p. 21).
Klemp	"An underlying characteristic of a person which results in effective and/or superior performance in a job" (Boyatzis, 1982, p. 21).
Hornby & Thomas	"The knowledge, skills and qualities of effective managers/leaders" (as cited in Woodruffe, 1993, p. 29)
Spencer & Spencer	"A competency is an underlying characteristic of an individual that is casually related to criterion-referenced effective and or/superior performance in a job or situation" (Spencer & Spencer, 1993, p. 9).

Several of the definitions infer that the characteristic or competency the manager possesses should lead to effective or superior performance. Therefore, understanding the characteristics that make up a competency is essential to understand. Spencer and Spencer (1993) purported five types of competency characteristics (see Figure 3):

1. Motives: Things a person resolutely thinks about, guided by behavior to a goal or action.
2. Traits: Physical characteristics and trained responses to a situation or information received.
3. Self-concept: A person's self-image, values, and attitudes.
4. Knowledge: The amount of information a person has in a particular area.
5. Skill: A person's ability to perform a task, either physical or mental.



Figure 3. The iceberg model of five types of competency characteristics.

The visible aspects of competencies are skills and knowledge. These areas are relatively easy to learn and develop through training. The hidden aspects are known as traits and motives and typically are more deeply rooted to personality, while self-concept (values and attitudes) lies between the visible and the hidden aspects and can be changed by training (Spencer & Spencer, 1993). People in professional and managerial jobs typically boast higher IQs and degrees from

influential universities, yet what distinguishes the superior performers is their competencies in interpersonal skills, their ability to motivate others, and their political skills (Boak & Coolican, 2001; Spencer & Spencer, 1993). The hidden aspects, trait and motive, are most “cost effective to select for” (Spencer & Spencer, 1993, p. 11).

Brief History of the Competency Movement

There are some conflicting messages regarding the origin of the competency movement. The competency movement has been debatable at least by Horton as to the exact origins (2000). Horton (2000) noted, “Like most movements the competency movement has no single origin” (p. 306), although Rothwell and Lindholm (1999) reported, “David McClelland is often called the father of the US-based approach to competency modeling” (p. 92). Kalargyrou and Woods (2009) agreed that McClelland’s work should be recognized as leading the movement on the importance of competency research. McClelland is known today as the father of the competency movement (Korn Ferry, 2014). Since the 1970s, the competency movement has progressed the research to begin a competency program.

The definition of competency and its foundation changed the way researchers studied managers. In the 1970s, McBer and Company was associated with McClelland and Boyatzis, and the American Management Association (AMA) launched the first large-scale competency program (Bolden & Gosling, 2006; Rothwell & Lindholm, 1999). In a 5-year study, AMA researchers studied over 1,800 managers to identify job competency with a precise concentration to determine the characteristics (see Table 3) associated with superior performance. Hayes noted, “[The] AMA defined a competency as a generic knowledge motive, trait, self-image, social role, or skill of a person that is causally related to superior performance on a job” (as cited

in Rothwell & Lindholm, 1999). The competencies that are fundamental for a manager's achievement are recorded in Table 3.

Table 3

AMA's Five Key Competencies Essential to Job Success of a Manager

Competencies essential to job success of a manager
1. Specialized knowledge
2. Interpersonal maturity
3. Intellectual maturity
4. Entrepreneurial maturity
5. On-the-job maturity

In 1981, the AMA commissioned McBer and Company consultant Richard Boyatzis to examine whether he could derive a generic model of managerial competency from the various models that McBer and Company had developed to date. Horton (2000) noted,

Boyatzis concluded that there are 19 generic competencies that outstanding managers tend to have—though not all jobs will require all 19 [although Boyatzis comments in his book on 21 types, see Table 4], and there are other competencies that may also be required for outstanding performance in any given job. (p. 308)

Table 4

Twenty-one Types of Characteristics

Twenty-one types of characteristics		
Accurate self-assessment	Conceptualization	Concern with close relationships
Memory	Proactivity	Efficiency orientation
Managing group process	Managing group process	Perceptual objectivity
Positive regard	Self-control	Spontaneity
Self-confidence	Stamina and adaptability	Use or oral presentation
Use of socialized power	Use of unilateral power	Specialized knowledge
Developing others	Diagnostic use of concepts	Logical thought

Building even further on the works of McClelland and Boyatzis is the enhanced definition of a competency as it relates to superior job performance by Lyle Spencer and Signe Spencer. Spencer and Spencer (1993) explained, “A characteristic is not a competency unless it predicts something meaningful in the real world” (p. 13). Therefore, identifying competencies should be an undertaking conducted by all organizations.

Competency models were familiarized first and offered influence for management. Competency models were introduced by McLagan (1980), who defined them as “a decision tool which describes the key capabilities required to perform a job” (p. 23). Boyatzis advanced McLagan’s work, and it was from Boyatzis’s work that the first empirically based book was written on competency model development. Boyatzis (1982) confirmed his expanded view on competency modeling by connecting three specific influences on performance:

- Job demands
- Organizational environment
- Individual competence

If any two out of the three above influences are considered consistent, then effective performance is likely to be the result (Boyatzis, 1982). The effective performance was a direct result of the competencies being present in management. The work of Boon and Van der Klink (2001) also supported these three distinct areas.

McClelland had a powerful impact on the competency movement and the process of identifying an initial list competencies. Choosing to look at competencies that produce superior performance is the model that should be used; however, a number of competency models are available. It has been shown that a positive link exists between competencies and roles, business goals and strategies when using a competency model (Schippman et al. 2000). Knowing which

competencies to measure against is vital for areas such as; development, recruiting, performance and succession planning (Lombardo & Eichinger, 2014). In fact, today the American Productivity and Quality Council now has, “More than 550 organizations from 45 industries worldwide come to APQC for one reason: to improve. When an organization becomes an APQC member, every employee gains access to benchmarking assessments, data, best practices, business expertise, and a network of peers who understand the tremendous impact sustainable process management capabilities have on the bottom line” (American Productivity and Quality Council (2014). Furthermore, it was found, “...that every one of their best practices organizations had developed a competency model designed to guide their selection and development efforts” (Korn Ferry, 2014, p. 2).

Developing a Competency Model

Competencies can quickly become outdated based on the changing environment. There are many models used to identify what competencies are needed in particular job roles. Using a particular model may depend on the environment. A job role that changes quickly enough in an organization to meet the needs of the marketplace is critical. Several models require time and validation, which must be done early enough so the organization and the people in the organization will not become irrelevant.

Although there are many approaches to competency modeling, the literature shows competency modeling falls into three approaches: (a) borrow an existing model; (b) adopt an existing model and make modifications; or (c) create a newly tailored model (Boak & Coolican, 2001; Rothwell & Lindholm, 1999). Borrowing an existing model may be the simplest and least expensive way to create a model, but it is also the least rigorous and borrowing does not take into account any unique corporate cultures or traditions (Rothwell & Lindholm, 1999). Choosing to

adopt an existing model and then make modifications should assure the user, practitioner, or organization that at least some research has been conducted on the model. The tailored approach will require the most thorough research. Boyatzis (1982) noted that whatever system is used, the competencies must be empirically decided upon. Five approaches are widely used in the United States; two are classical competency modeling approaches (process-driven and outputs-driven) and three are modern approaches (the invented approach, the trends-driven approach, and the work responsibilities-driven approach) that have gained popularity in recent years (Rothwell & Lindholm, 1999).

Process-driven approach. The process-driven approach is the oldest approach created and made famous by McBer and Company (now Hay/McBer). The process-driven approach is one of the more streamlined processes. In this process, a group of job incumbents who are experienced and have superior results become members of a focus group. This group then agrees on the various responsibilities of a particular job category for review. The first focus group then recommends another group of successful job incumbents to rate the list of responsibilities. From here, two lists are created. The first list describes competencies of superior job incumbents and the second list describes competencies of average performers. Any competency showing up on both lists becomes a minimum competency, whereas competencies showing up under the superior performers become competencies used in creating the new competency model. The last task involves verifying the results.

Outputs-driven approach. The second approach, made famous by Patricia McLagan, is the outputs-driven approach that looks at the key outputs of a targeted job (McLagan, 1997). Rothwell and Lindholm (1999) stated, “Outputs are what successful performers produce, the outcome or results of their work” (p. 98). An expert panel of supervisors who manage successful

job performers is asked to create a list of work outputs and then create a list of competencies associated with each output. The work outputs should be developed using clusters. The literature has shown the best way to begin reviewing competencies is to cluster them into three to five main collections and then to give each collection a name based on the communal theme (Boak & Coolican, 2001; Spencer & Spencer, 1993). Next, validation involves conducting the same research approach but with a second expert panel and then comparing the results. The competency model is then finalized.

Invented approach. This approach is best used in situations where the specific job role will undergo a major change. Having the opinions of incumbents in these former positions is therefore not important. This approach also has the least amount of reliability or validity since the model is being made up as it is developed.

Trends-driven approach. This approach is forward driven based on issues and trends of the future that may affect the job. This approach focuses on what people need to know rather than what people need to do. It is important first to identify what people need to know to manage future trends.

Work-responsibilities approach. In this approach, a group of eight to 12 exceptional performers and two to three managers from the job category under review are assembled to discuss the responsibilities and behaviors of the targeted group. This is an 18-stage process, but the major elements of this approach are to identify the responsibilities and to create categories in which to group the responsibilities and behaviors. The categories are then placed in sequential order and a survey is created to rank the order of importance or need of the responsibility. A different group of job incumbents who are exceptional performers, along with several managers, then validates the survey.

Competency models can become quickly outdated based on changes facing an organization. Regardless of the approach used to create competency models, what must be taken into consideration is how to improve the organization's performance. Having superior performers using the best used and needed competencies will allow for continued success. In addition, many competencies are seen as portable and can be used across departments within an organization (Rothwell & Lindholm, 1999). This boundary-less career will give superior performers the opportunity to consider other future careers using a base of already developed competencies. These portable competencies can also be beneficial in an organization where downsizing or restructuring is occurring, as it allows a worker to slide into contingent positions with more ease. Leaders with portable competencies will be able to plug themselves into different roles with more ease and effectiveness than their peers can.

Leadership

Evolution is readily seen across the ages. The prehistoric age, middle-ages, and industrial revolution have all undergone transformation, although the speed of change in each has varied. Whether a person was called a vizier, a charge hand, a manager, or a leader, the roles and their definitions of each has changed just as much as the era each has lived in. These roles and their definitions may continue to undergo more change. It is important to define the role under examination, which is the role of a leader.

The *Oxford English Dictionary* indicates the word leader emerged as early as the year 1300, but the word leadership did not emerge until the mid-19th century (Bass, 1981). To show the changes in how people viewed leadership and management over the decades, Drucker (1992) shared this, "There have to be people who are accountable for the organization's mission . . . its performance, its results. Society, community, and family may have 'leaders,' but only

organizations know a ‘management’” (p. 11). Yet today, the organization’s mission is seen as stemming from the leaders’ vision of the organization and their ability to influence others to reach the end result. Many great leaders have the uncanny ability to see the end as the result before envisioning the process to get there (Kouzes & Posner, 2007). Definitions on leadership abound. It is important to first explore how leadership is defined (see Table 5).

While one definition indicates the leader is the person with the highest number of the most desirable trait, the predominant theme in leadership is influencing others to gain a desirable outcome. The former becomes rather subjective. As influence is a major component of leadership, many factors affect leadership.

Table 5

Definitions of Leadership by Various Authors

Author	Definition
Bingham (1927)	The person who had the highest number of desirable traits in the areas of character and personality.
Haiman (1951)	An interactive process, in which one individual influences the behavior of others towards a goal.
Bennis (1959)	To induce another person to behave in a desired fashion.
Bass (1960)	Leadership is confirmed when the behavior or actions of someone else was actually changed.
Cashman (2008)	A person who creates value by influencing others in an authentic manner.
Bolman & Deal (2008)	Offering oneself to others.
Northouse (2010)	Achieving a common goal by influencing other people.
Blanchard (2010)	An influence process that leads to worthwhile results.

Factors affecting leadership. Who determines leadership can be seen through the eyes of the followers. Each follower can debate why he or she chose to follow or be influenced by a particular leader. A leader may influence or inspire followers in a variety of ways. Drucker (1992) would agree the mission of the organization is not to command as shown in Fayol’s list of management principles, rather the mission should be to inspire. Kouzes and Posner (2007) listed

inspiring as one of the top four characteristics of admired leaders. This characteristic and others were determined in a research study that started over 25 years ago. Kouzes and Posner (2007) asked the following question, “What values, personal traits or characteristics do you look for and admire in a leader” (p. 28)? This question received several hundred responses and was narrowed down to a list of 20 and then administered to over 75,000 people around the world. The list of characteristics that quickly rose to the top were as follows (in order of importance): honest, forward-looking, inspiring, competent, intelligent, fair-minded, straightforward, broad-minded, supportive, dependable, cooperative, courageous, determined, caring, imaginative, mature, ambitious, loyal, self-controlled, and independent (Kouzes & Posner, 2007).

The top four characteristics, honest, forward-thinking, inspiring, and competent, were consistently the top four in survey distributions conducted in 1987, 1995, 2002, and 2007. It is easy to understand why honesty would be ranked at the top; no one wants to be lied to or to be deceived. Honesty is the characteristic that can be damaged the quickest and then take the longest to repair (Covey & Merrill 2006; Kouzes & Posner, 2007). The values and ethics of a leader are tied closely to honesty. Followers want to understand what their leaders stand for.

Forward-thinking refers to the leaders’ ability to create a vision. People want their leaders to have a vision for the future. People who are engaged in their work also want to have a hand in seeing their organization reach the vision. Most people are not interested in having a leader who is going to be on a solitary quest to see a vision to fruition. Having the ability to see the end result first and then gain an active, involved followership to achieve these results involves influencing or inspiring, which is the third most desirable trait of a leader.

More than 70% of the 2007 respondents listed inspiring as one of the most important traits of a leader (Kouzes & Posner, 2007). To be most effective, a leader needs to inspire those

around him or her, and this inspiration is normally best achieved through positive emotion. Positive emotion is easily transmitted to another person. In what are known as mirror neurons, the brain allows neurons that mirror what another person does (Goleman & Boyatzis, 2008). Therefore, a leader's positive effects will affect those people around the leader positively and powerfully. If a leader is going to inspire and get maximum performance from followers, positive emotions must drive the performance (Kouzes & Posner, 2007).

People will normally follow leaders seen as competent, which is the fourth top characteristic. Competence is "the leader's track record and ability to get things done" (Kouzes & Posner, 2007, p. 35). The level of competence and the skills required by a leader will vary based on the role of the leader. For example, a sales manager may be expected to have more competence in the area of directing a sales team and having excellent people skills, whereas an IT manager would be expected to have a higher level of expertise in programming or understanding various software programs. Each manager would have a level of desired competence in his or her field of expertise, but needs nothing more than an understanding of what the other person does.

Success of a leader. The success of a leader is not solely based on having certain characteristics or competencies. Leadership success can also be specific to having the right organizational fit. Zenger and Folkman (2009) provided the following story. A very successful university manager named Charles landed a position in a consulting firm. He started out in an administrative role, yet the move was intended to put Charles in a director role of the consulting firm. He later made this transition. Charles soon realized decisions were being made in conflicting ways and he decided what the firm needed was a committee to consider how the firm was making decisions. Soon after this, the only thing Charles convinced the partners of was that

he needed to leave the firm. He was given a severance package and soon after found a new position working as a hospital administrator. Charles was rapidly promoted to several new positions in the next few years, was seen as successful, and enjoyed his work.

Zenger and Folkman (2009) asked why Charles was able to rebound and do amazingly well in his new job after he failed at the consulting firm. This story illustrates the point that some combinations of people and organizations do not work out well (Zenger & Folkman, 2009). Finding the right organizational fit for a leader is important. Why some people were successful in some organizations but not in others became the basis for more research. Zenger and Folkman (2009) conducted research in which they posed the following two scenarios:

- Scenario 1:

What if research revealed that every leader in the organization needed a high level of competence in five specific behaviors- and everyone needed the exact same five? Anyone acquiring these five behaviors would become a successful leader as long as they were done extremely well. (p. 109)

- Scenario 2: What if research revealed that great leaders need exceptional ability in a few competencies, but the specific behaviors could be different for each effective leader? Great leaders could be unique, widely different one-of-a-kind versions (p. 109).

The quest in their research was to identify the answer to this question: “Great leaders always do [blank] well” (Zenger & Folkman, 2009, p. 110). The research showed there was no consistent answer. Each great leader did his or her own great things, which showed that great leaders are unique and Scenario 2 became the unexpected result (Zenger & Folkman, 2009). While most

leaders look very different on the outside, there are some fundamental similarities on the inside. Some of these items come more easily to some than to others.

The leadership sweet spot. Helping leaders find their best fit in an organization is important for the success of the leader and the organization. Understanding the jobs leaders considered their career-bests was determined to be important by Zenger and Folkman (2009) as this extracts several important factors:

- A career best identifies a person's talent or competencies
- A career best shows what people are passionate about
- A career best brings value to a company

Out of these three factors, a model was developed by Zenger & Folkman (2009) that created the competencies, organizational needs, and passion (COP) model. The COP model (see Figure 4) stands for competencies, organizational needs and passion. The purpose in creating this model was to expand on the number of career-bests a leader and an organization would encounter rather than relying on luck to make it happen. This career-best experience was originally identified by Sandholtz and Cutadean and later Zenger and Folkman expanded this research into the COP model and the leadership sweet spot (Zenger & Folkman, 2009).

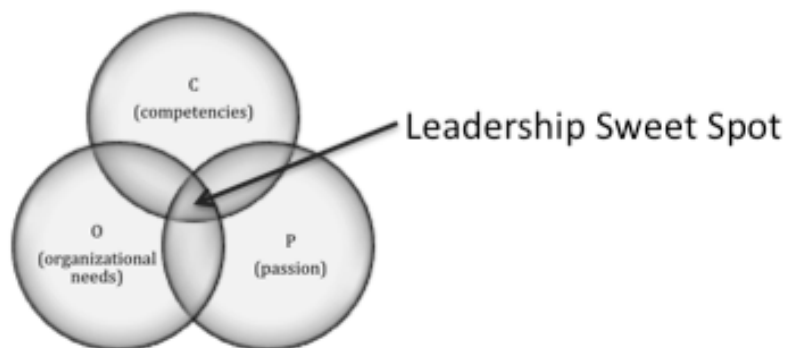


Figure 4. The COP model showing the leadership sweet spot.

In the COP model, competencies are skills or abilities that a person does exceptionally well. Organizational needs are the valued competencies within an organization that will have a positive correlation with the success of the company. Passion refers to what the leader enjoys doing and the activities or events from which the leader receives satisfaction. When all three of COP categories are equally achieved and balanced that arrives at the intersection of each of the three areas and is known as the leadership sweet spot. Zenger and Folkman (2009) reported that finding the sweet spot reveals significant transformations in behavior and performance. People in the sweet spot are more engaged, have a fun time at what they do, are higher performers in the organization, are happy with their current job, are constantly learning and adding new skills, and work longer hours.

An imbalance in any of the three COP model areas can lead to three possible outcomes. The first outcome (see Figure 5) occurs if competence and organizational needs are present but there is no passion. This person may be bored in his or her role. This might be someone who has been doing a job for a long time but he or she does not see excitement in it.

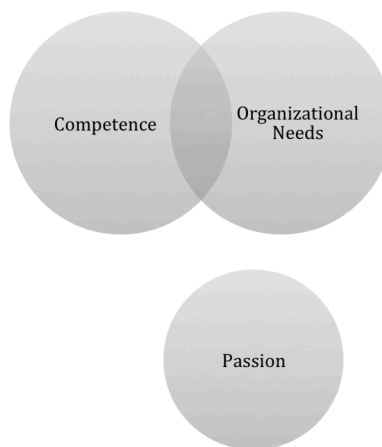


Figure 5. Competence and organizational needs but no passion.

The second area of imbalance (see Figure 6) occurs in a leader who works passionately for an organization that has a need, but does not have the proper level of competence. In this case,

the leader is viewed as mediocre or labeled incompetent. The individual may have the passion to make the attempt, yet has not mastered particular skills needed to conduct a task with expertise.



Figure 6. Organizational needs and passion but no competence.

In the last example (see Figure 7), a leader has passion and competence, yet the competencies the leader has mastered are not essential to the job he or she is doing. Leaders in this situation are often a bad fit for the organization. Individuals who struggle in situations like this in one company can change organizations and flourish in another.

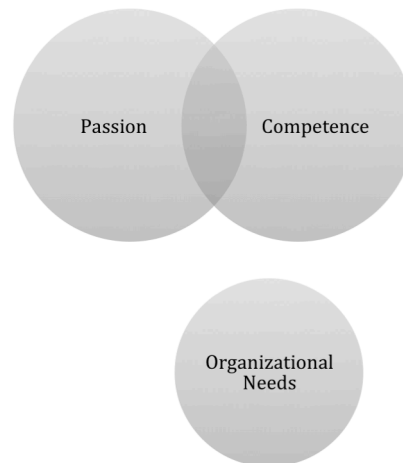


Figure 7. Passion and competence but no organizational needs.

The COP model shows that a leader who may have all the greatest competencies needed to do the job and the skill, yet when the passion or will is lacking, success is unlikely to happen

for the organization or the individual. The COP model shows that passion coupled with competence and the needs of the organization need to be in harmony. If there is any misalignment, a better fit should be the desired outcome for the individual and the organization so success can result. The COP model shows competencies alone are not enough for a person to be successful.

Competencies Identified

With much discussion on the competency movement, what a competency is, and choices to make when choosing which model to use to create a competency framework, it is also important to identify the competencies. There are numerous views on which set of competencies or skills a leader ought to possess, all of which are described as being important to individual and organizational success (Bass, 1981; Blanchard, 2010; Cashman, 2008; Covey & Merrill, 2006; Goleman, 1995; Kouzes & Posner, 2007; Zenger & Folkman, 2009). Many empirical studies have shown how to determine which competencies are most effective for leaders (Kouzes & Posner, 2007; Orr & Sack, 2009; Zenger & Folkman, 2009). In fact, research has shown the power of connecting competencies in combinations to enhance the effectiveness of the leader (Orr & Sack, 2009; Zenger & Folkman, 2009). In contrast, the competencies needed for individual and organization success in OSMs are supported by very limited literature or empirical research (Lambert, 2007). The intention is to explore the different competency frameworks classified as what a leader needs for success.

Zenger and Folkman (2009) identified the top 10% of managers and the bottom 10% of managers as seen through the eyes of those around them. It is important to identify the list of competencies that comprised the top 10%, which is the high-performing group. Out of this grew

a list of 16 competencies (see Table 6) identified as making a difference in how they were perceived.

Table 6

Zenger and Folkman's List of 16 Competencies

Zenger & Folkman's List of 16 Competencies			
Displaying high integrity & honesty	Technical and professional expertise	Solving problems and analyzing issues	Innovation
Practicing self-development	Focus on results	Establish stretch goals	Take responsibility for outcomes/initiatives
Communicating powerfully and prolifically	Inspiring & motivating others	Building relationships	Developing others
Collaboration & teamwork	Developing strategic perspectives	Championing change	Connect internal groups with the outside world

An interesting phenomenon developed out of identifying these 16 characteristics, which was that competencies seem to be linked together. For example, if someone had a strength in building relationships, the person could have high technical skills as well. Zenger and Folkman (2009) noted no research has been validated to prove this, which could be due to one of four scenarios.

The halo effect. The halo effect is if a person is good in one competency, he or she is also perceived as good in others. The opposite of this can be true as well. Solomon Asch confirmed the existence of the halo effect through research (Zenger & Folkman, 2009). In 1946, Asch conducted experiments on how people form impressions of other people. He started by creating a list (see Table 7).

Table 7

Sample List of Personal Attributes

List 1	List 2
Intelligent	Intelligent
Skilled	Skilled
Warm	Cold
Determined	Determined
Practical	Practical
Cautious	Cautious

The list was shown to two different groups. The only difference between these two lists is the words *warm* and *cold*. The group shown List 1 added on other words to describe members of the group, such as happy, good-natured, and other similar words. The group shown List 2 did not choose the same words. Using either warm or cold made a difference on how people in the group described other attributes of that person. When given a small set of attributes, a larger set can be expounded on based on the first set seen. Zenger and Folkman (2009) noted Asch's research, "Had powerful conclusions. Some attributes such as 'warm' or 'cold' are central traits. When a person is perceived to possess that characteristic, others immediately impute tag-along characteristics. These are glued to the central trait" (Zenger & Folkman, 2009, p. 2). Many people do not look at each competency individually and then make a judgment if a leader or manager had this competency. Rather, people will make assumptions if someone possesses other competencies or not based on the ones they see most readily. The goal should be to get this first impression to work for you and not against you.

Cross-training. Cross-training occurs when a person tries to develop one skill and it makes other skills stronger in the process. A person who knows how to water ski, for example, may be able to pick up snow skiing or snowboarding easily. Learning one sport may make it easier to develop the ability to do the others equally well.

Success increases self-confidence. Self-confidence increases as skills are developed, which in turns leads to further confidence building and further skill enhancement. Gaining more self-confidence becomes a perpetual cycle after gaining new skills.

Increased aspiration level. When people succeed, the level to which they aspire is raised, which makes them continue to become more effective at other levels.

The research confirmed that a leader with a more favorable perception has a positive impact on profits, customer satisfaction, and less employee turnover, whereas a leader perceived poorly has the opposite effect in these areas (Zenger & Folkman, 2009). Due to these findings, Zenger and Folkman (2009) created a 360-degree assessment to rate a leader in these 16 competencies, with an additional five questions that address the engagement and commitment level of their associates. Identifying the leaders who positively affect their associates and ultimately the organization is critical for the future success of the individual and the organization.

One way for leaders to improve how successful they are with a competency is by using competency companions. “Competency companions are simply best friends” (Zenger & Folkman, 2009, p. 174). A competency companion is used to leverage the strength of another competency. If someone has Competency A, then it might be assumed that he or she also has Competency B. These types of competencies fit together like a puzzle, and it makes sense that someone who has good character would have high integrity. If a leader excels in developing others, the perception from those around him or her is that the leader also excels in communicating well with others (Orr & Sack, 2009; Spencer & Spencer, 1993; Zenger & Folkman, 2009).

Whether one looks at a competency as a series of puzzle pieces or as a foundation, it is important to identify the competencies that not only matter but also separate mediocre performers from superior performers. Covey and Merrill (2006) noted trust changes everything, regardless of performance. An in-depth study of 341 salespeople in five industries over 11 companies revealed the importance of trust. There were two groups; one group had 173 top performers and a second group had 168 average performers. Ziglar (2003) shared the results: “The primary difference between the two groups was not skill, knowledge or ability. The 173 [top performers] were more productive because their customers trusted them” (p. 95). Trust is the one element that must be present and if removed can destroy relationships, governments, and businesses. The economics of trust is shown in Figure 8.

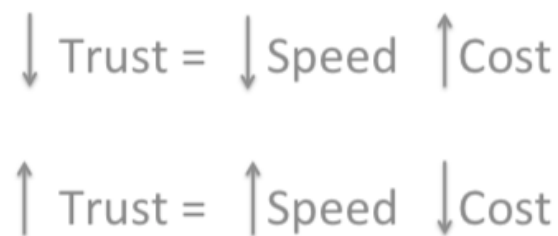


Figure 8. Economics of trust.

The basis of the economics of trust is that low trust takes longer and costs the organization, person, or country more money (Covey & Merrill, 2006). A leader in an organization who has low trust by their subordinates will tend to take longer to accomplish tasks and projects that will cost the organization more money due to the slowness. On the contrary, a leader with high trust is able to get tasks done with a higher speed and a lower cost. Thus, identifying how a leader builds trust is essential. In the model Covey and Merrill (2006) is proposing from Figure 8, one important component of trust is a person’s capabilities. People will extend trust toward a person seen as capable of performing a job. Covey and Merrill (2006) proposed the four cores of credibility to building trust: integrity, intent, capabilities, and results.

Integrity. Integrity is synonymous with honesty. Being honest means telling the truth and leaving the right impression (Covey & Merrill, 2006). A short story to convey the meaning of integrity is about tennis player Andy Roddick. During a tournament, the umpire made a call in favor of Roddick. A serve returned to Roddick was determined to be out-of-bounds, but Roddick did not agree. He showed the umpire the indentation in the dirt marking the in-bounds placement of the ball. Roddick made a call against himself and ended up losing the match. This is integrity. It is doing the right thing, regardless of how the situation may affect a person negatively. Although Roddick may have lost the game, he won the respect of the audience and the umpire that day.

Intent. “Intent is defined as a plan or purpose” (Covey & Merrill, 2006, p. 78). Covey and Merrill (2006) noted three things accompany intent: motive, agenda, and behavior. Motive is the reason why a person does something, and agenda grows out of motive. The agenda is what a person wants to promote. Last is behavior, which is the expression of a person’s agenda and motive. Conveying intent to others is the ideal situation, especially if others perceive behavior as not being congruent. The old adage *walk the talk, and talk the walk* is important to leaders. Saying one thing as a leader and acting in a manner that is not congruent will lead to distrust and suspicion.

Capabilities. Covey and Merrill (2006) emphasized, “The first aspect of competence is capabilities—the talents, skills, knowledge, capacities and abilities that we have that enable us to perform with excellence” (p. 91).

Results. How a person performs in the past, present, and future is important. People should hold the bar high and achieve better results than they thought possible.

Moving on from the four cores of in building trust, the focus changes to the 13 behaviors that Covey and Merrill (2006) identified as key factors in getting, gaining, and keeping trust.

The 13 behaviors are as follows:

- Talk straight
- Demonstrate respect
- Create transparency
- Right wrongs
- Show loyalty
- Deliver results
- Get better
- Confront reality
- Clarify expectations
- Practice accountability
- Listen first
- Keep commitments
- Extend trust

It is important to understand as a leader what each of these 13 trust behaviors means to their direct reports. Understanding this basic concept will allow each direct report to extend trust to the leader as the leader works to get, gain, or grow the trust of these people. Covey and Merrill (2006) emphatically noted, “You can’t talk yourself out of a problem you’ve behaved yourself into . . . but you can behave yourself out of a problem you’ve behaved yourself into . . . and often faster than you think” (p. 127).

Not all competencies can be behaved into or out of to fix a weakness. Korn/Ferry International, in conjunction with Lominger, a leading consulting and training firm in the area of leadership, conducted research on competencies. Lombardo and Eichinger (2000) created a list of 67 competencies that which roll up into 21 leadership characteristics validated by research. The list of 67 competencies is intended to be narrowed down to around 10, along with an additional five to 15 that are skills needed to do a particular job (Orr & Sack, 2009). Of the 67 Lominger competencies, the following are a few that are key competencies for a manager of others: engaging associates, developing talent, directing others, motivating others, building effective teams, and driving for results.

Korn/Ferry conducted a global normative study in 2009 and compared the data against results in 2006 to determine the rank order of importance in select competencies (Orr & Sack, 2009). This increase or decrease in rank order was attributed to the changing landscape of the world (Orr & Sack 2009). Disturbingly, Eichiner & Lombardo (2002) state the “raters accurately predict the competencies critical to success about 60% of the time” (as cited in Orr & Sack, 2009, p. 3.) Conversely, it can be said that there is a failure rate of 40% to predict the competencies critical for success. It can be assumed that leaders in most organizations would not be in favor of a 40% failure rate to identify the needed competencies, especially since having the right competencies in individuals can have positive impacts on the success of an organization. However, the competency is related to each level of the hierarchy in an organization. The 2009 global normative study looked at executives, managers, and individual contributors. Alongside this information, the importance of the skill is also identified regarding to what degree it is important for each level being studied. A summary of the findings from this study is shown below.

Executive level. Strengths that are emerging as increasingly important are dealing with ambiguity and perspective. These competencies are harder to develop and improve on. Managerial courage is highly important; the importance of it is to make sure the executive level speaks up when the business needs to be seen as getting back on track. Problem solving is a strength in the executive level and are continuing to get better at the ability to solve problems effectively. One area that is rapidly declining as a strength is motivating others. Orr and Sack (2009) reported, “[It] has dipped eight spots in rank order of skill” (p. 7). Executives can be in jeopardy of losing good talent if they do not soon inspire them again. A notable untapped strength is learning on the fly. Executives do not see the correlation between this and success in their organization. Areas such as being open to change, eager to learn from new experiences, and willing to experiment relate to learning on the fly. The deduction to make is executives need to become more creative, to value innovation, and to move away from a center of crisis all the time.

Managerial level. Ethics and values was the competency that made the most notable movement in rank order of importance. The rank moved up by 14 spots. Managers need to be talented to deal with close calls and able to call out issues that are inconsistent to the organization’s code of conduct. Untapped strengths are self-development and time management. Most significant to discuss is time management, as this competency spills over into work–life balance in which managers must be resourceful in leveraging their priorities and their time. An area just as critical as, if not more than, time management is developing direct reports and others. This is the lowest ranked skill. With it being known that a successful manager that has a positive impact on direct reports affects the overall success of the organization, this area needs to be

addressed. The role of a manager is to build the future talent pipeline (Ng, 2011; Orr & Sack, 2009; Spiro et al., 2008).

Individual contributor. Just as the manager role in ethics and values has risen in rank order, so too has the individual contributor in this area and by 20 spots higher. This could be a new area for further research. As in the manager and executive level, motivating others and influencing without authority are competency weak areas. One suggestion to build future talent in this area is to begin developing this competency at the individual contributor level so that it is mastered before moving up the ladder. Another weak link is managing vision and purpose. Although individual contributors are not responsible for creating the vision, they do need to understand the vision and support it. Understanding the weak links is important, yet having a plan to correct a deficiency is essential.

Orr and Sack (2009) stated, “Research strongly suggests that 70% of development comes from experiences where there is something at stake, where success matters” (p. 14). Creating development plans to improve effectiveness at a given competency should not be done in a linear fashion (Zenger & Folkman, 2009). Creating a development plan using the assistance of a mentor and working through it physically has the best results (Orr & Sack, 2009).

In addition, to the 67 competencies identified by Lombardo & Eichinger (2014), both have conducted research to further identify their 67 competencies that are most highly correlated to emotional intelligence and learning agility. However, identification of these competencies that a person may have them, does not indicate how high they are in the areas of emotional intelligence or learning agility. These competencies are reflected in Tables 8 and 9.

Table 8

Competencies With High Correlation to Emotional Intelligence

Competency	Rank Order
Listening	1
Conflict management	2
Sizing up people	3
Dealing with ambiguity	4
Understanding others	5
Motivating others	6
Patience	7
Interpersonal savvy	8
Composure	9
Self-knowledge	10
Building effective teams	11
Standing alone	12
Customer focus	13
Managing diversity	14
Comfort around higher management	15
Compassion	16
Integrity and trust	17
Dealing with paradox	18
Personal learning	19
Approachability	20
Peer relationships	21
Humor	22

Table 9

Competencies With High Correlation to Learning Agility

Competency	Rank Order
Dealing with ambiguity	1
Learning on the fly	2
Problem solving	3
Perspective	4
Conflict management	5
Personal learning	6
Sizing up people	7
Dealing with paradox	8

(continued)

Competency	Rank Order
Standing alone	9
Composure	10
Command skills	11
Process management	12
Creativity	13
Motivating others	14
Self-knowledge	15
Political savvy	16
Understanding others	17
Managing diversity	18
Self-development	19
Organizing	20
Timely decision making	21
Innovation management	22

Another competency set to consider is one by Spencer and Spencer (1993). Spencer and Spencer cluster five different headings (see Table 10) of competencies. Each cluster has a variety of listed competencies that have been categorized. Table 10 shows five headers, which are the main cluster names, followed by a competency in italics and a list of supporting behaviors for each competency. This list does not appear to be as robust as the Lominger competencies. Some of the behaviors in this model look as though the behaviors could be looked at subjectively. According to Spencer and Spencer (1993), “Most reports included t-tests of statistical significance of each competency but not of the significance of each behavioral indicator within each competency” (p. 19). Therefore, since the significance of each behavior has not been validated this may mean the right behaviors are not accurately aligned inside each cluster.

Table 10

Spencer & Spencer Competency Cluster Model

Achievement & action		Helping & human service		Impact & influence		Managerial		Cognitive	
Achievement orientation	Initiative	Interpersonal understanding	Customer service orientation	Impact & influence	Organizational awareness	Developing others	Directiveness	Analytical thinking	Conceptual thinking
Intensity	Time dimension	Depth of understanding others	Focus on needs	Actions taken	Depth of understanding of organization	Completeness of developmental plan	Intensity	Complexity of analysis	Complexity & originality of concepts
Achievement impact	Self motivation	Listening to others	Discretionary effort to help others	Breadth or network of influence	Relationship Building	Rank of people directed	Team leadership		Technical / Professional/ Managerial Expertise (EXP)
Degree of innovation					Closeness of relationships built	Teamwork & cooperation	Strength of the leadership role		Technical knowledge
						Intensity of fostering teamwork			
						Size of team			

Summary

Over thousands of years, people have evolved in how they influence others to conduct work or tasks for them. Tasks have evolved over the millennia and will continue to evolve in the future. The environment dictates which approach to use to be successful. These approaches have been influenced and changed throughout history. Managerial tasks and leadership roles have been assumed by people from all civilizations. Although terms such as manager and leadership may not have existed, their functions certainly did happen. Management roles and principles were later theorized and put into practice by Fayol, the father of modern management, in the late 1800s. This list of principles was the first rudimentary concept of competencies and continues to evolve.

Managers and leaders have been challenged to keep up with change, especially in the last 40-50 years, as significant advances have been made in the area of technology. Technology has changed the way business is conducted, which changes the skill sets needed by people of all levels in a business organization. In addition, organizations have undergone massive changes,

such as reorganizations. Reorganizations have contributed to have leaner, flatter hierarchies, which have increased the spans of reporting for managers. Managers are now managing and leading remotely, which requires a shift in how they direct their associates.

The role of managers is vastly different from the role of their associates. Sales managers are seen as reinforcing the company vision and obtaining its goals, along with hiring, interviewing, developing talent, training, and incorporating feedback loops on performance. The salesperson is the conduit used to achieve the goals and normally has no managerial responsibilities; therefore, the competencies that each role is required to have are very different.

Just 20 years ago, managerial guru Drucker (1992) saw the role of a manager as one who identifies the vision, whereas a leader was seen in roles in the community or a family, yet not a business organization. Today, the leader is the person who pinpoints the vision, and managers and their team must see the vision to a reality. The overwhelming consensus is influence over others allows people to follow the vision of the leader. Leaders gain influence from their followers based on leadership traits others admire in them. Some of these traits are as follows: inspiring, competent, self-controlled, imaginative, broad-minded, and honest. Leaders who possess these traits and others will more likely be able to have more influence over another person.

Proponents of the competency movement began to look at traits, also known as competencies, in the 1970s. McClelland, as well as Boyatzis, Spencer and Spencer and McLagan, had influence during this time. Most notably, McClelland has been branded the father of the modern competency movement. Boyatzis produced the first empirically based book written on competency model development. Boyatzis was also influential, along with others, in

defining a competency. Boyatzis's definition of a competency became the framework for what other authors, such as Spencer and Spencer, Klemp, and Hornby and Thomas, would use.

It is urgent to identify which competencies identify and mark the difference between average performers and superior performers. More organizations should consider the identification of the competencies possessed by superior performers. Even though 70% of organizations in the United States use a competency model, researchers do not know how many are using a model that determines a superior performer. There are many approaches in developing a competency model, and each has its own advantages and disadvantages. Time, education, and cost will be determining factors to get more organizations to join the competency movement.

The list of competencies is as long as the list of authors. However, each viewpoint has an argument for the rationale used to determine which competency to consider. The complete list of 172 competencies will be under review in this study (see Table 11).

Many empirical models have created competency categories, and having a list of no more than 10-15 competencies is important for each job role. Any more competencies than this that a person is expected to master will be difficult to monitor. It is important to identify the competencies for roles and expectations in the future. Predicting what role expectations will be in 5 or 10 years may allow organizational leaders to determine which competencies may still be valid and which ones will need to change. Korn Ferry (2014) states, "Since competency modeling is future-oriented...it is instrumental in influencing employee behaviors" (p. 3). Refer to Table 12 to see highlights of differences between competency modeling and traditional job descriptions.

Table 11

List of 172 Competencies Used in Study

Competency name	Source
Division of work, unity of direction, order, authority, discipline, unity of command, remuneration, centralization, scalar chain, equity, initiative, spirit de corps, subordination of individual interests to the general interest, stability of tenure of personnel	Fayol (as cited in Wren & Bedeian, 2009)
Specialized knowledge, interpersonal maturity, intellectual maturity, entrepreneurial maturity, on-the-job security	American Management Association (as cited in Rothwell & Lindholm, 1999)
Accurate self-assessment, memory, logical thought, positive regard, conceptualization, proactivity, managing group process, self-control, concern with close relationships, efficiency orientation perceptual objectivity, self-confidence, use of socialized power, stamina and adaptability, use of unilateral power, specialized knowledge, use or oral presentations, spontaneity	Boyatzis (1982)
Honest, forward-looking, inspiring, competent, intelligent, fair-minded, straightforward, broad-minded, supportive, dependable, cooperative, courageous, determined, caring, imaginative, mature, ambitious, loyal, self-controlled, independent	Kouzes & Posner (2007)
Displaying high integrity & honesty, technical & professional expertise, solving problems & analyzing issues, innovation, practicing self-development, focus on results, establish stretch goals, take responsibility for outcomes, communicating powerfully, inspiring & motivating others, building relationships, developing others, collaboration & teamwork, developing strategic, championing change, connect internal groups to the outside world, perspective	Zenger & Folkman (2009)
Talk straight, demonstrate respect, create transparency, right wrongs, show loyalty, deliver results, get better, confront reality, clarify expectations, practice accountability, listen first, keep commitments, extend trust	Covey & Merrill (2009)
Intensity, time dimension, depth of understanding others, focus on needs, actions taken, depth of understanding organization, completeness of developmental plan, complexity of analysis, originality of concepts, self-motivation, listening to others, discretionary effort to help others, breadth or network of influence, rank of people directed, degree of innovation, closeness of relationships built, strength of the leadership role, technical knowledge, intensity of fostering teamwork	Spencer & Spencer (1993)
Action oriented, dealing with ambiguity, approachability, boss relationships, business acumen, career ambition, caring about direct reports, comfort around higher management, command skills, compassion, composure, conflict management, confronting direct reports, creativity, customer focus, timely decision making, decision quality, delegation, developing others, managing diversity, ethics and values, fairness to direct reports, functional/technical skills, hiring & staffing, humor, informing, innovation management, integrity and trust, intellectual horsepower, interpersonal savvy, learning on the fly, listening, managerial courage, managing and measuring work, motivating others, negotiating, organizational agility, organizing, dealing with paradox, patience, peer relationships, perseverance, personal disclosure, personal learning, perspective, planning, political savvy, presentation skills, priority setting, problem solving, process management, drive for results, self-development, self-knowledge, sizing up people, standing alone, strategic agility, managing through systems, building effective teams, technical learning, time management, TQM/Re-engineering, understanding others, managing vision & purpose, work/life balance, written communications	Eichinger & Lombardo (2000)

Table 12

The Difference Between Competency Modeling and Traditional Job Analysis as adapted from Korn Ferry (2014).

Traditional Job Analysis	Competency Modeling
Focused on the past/future	Future-focused
Associated with day-to-day operations	Associated with organizational strategy
Focuses mostly on the technique facet of the job	Captures value and personality orientation
Describes behavior	Influences behavior
Connects to a particular job	Can be applied to many jobs

Waiting until the last minute to make adjustments will not lead an organization to success. Success comes when OSMs have mastered the competencies identified in superior performers. As shared by Prahalad & Hamel (1990), “Core competence does not diminish with use....competencies are enhanced as they are applied and shared...they are also the engine for new business development” (p. 5-6). By managing a portfolio of competencies rather than a portfolio of business, these authors observed companies can have a better competitive advantage in doing so (Prahalad and Hamel, 1990).

Chapter 3: Research Methods

This chapter contains an outline of the research methodology that will be used in this study. Included in this chapter is the research design, the method chosen for selecting participants, a discussion on how to protect participants, and the method selected for collecting the data.

Statement of the Problem

Outside sales managers play a key role in the success of an organization and need to be hired based on a set of competencies designed for their job roles. A review of the literature indicated that researchers have conducted a lot of research on sales people, but not on OSMs. Given how much has changed in the way of technology, flatter organizations, and remotely managing associates, competencies that need mastering should include components that will allow OSMs to manage their sales team effectively based on these changes. Hiring OSMs by looking at competencies found in superior performers will allow higher caliber people to be recruited and employed. Using this method will allow organizations to flourish if their talent pool is of the utmost quality.

Purpose of the Study

Sales managers who possess the right competencies for their job are critical to the financial success of organizations. Yet, the literature contains an inconsistent list of the competencies that sales managers need to possess to support the long-term success of their organizations. Accordingly, the purpose of this study is to identify critical competencies that OSMs who work in the for-profit sector need to possess to be successful.

Research Question

The primary research question examined in this study will be as follows:

What critical competencies do OSMs need to be successful?

Research Design

This study will include a Delphi method to explore the competencies needed for superior performing OSMs within the continental United States. Hall (2009) noted, “The Delphi Method for doing mixed-method research is a valuable way to do research in business, government and in academic settings” (p. 1). The Delphi method was pioneered by Dalkey, Helmer, and Rescher of the RAND Corporation (Landeta, 2005; Skulmoski, Hartman, & Krahan, 2007), who worked on a U.S. Air Force project in which they solicited expert opinions. The Delphi technique is a procedure used to “obtain the most reliable consensus of opinion of a group of experts . . . by a series of intensive questionnaires interspersed with controlled opinion feedback” (Dalkey & Helmer, 1963, p. 458). There are many ways to apply the Delphi method, but the four characteristics that define the process of the Delphi procedure are anonymity, iteration, controlled feedback and the statistical findings of the group (Skulmoski et al., 2007).

1. Anonymity: Using questionnaires will allow group members to express their opinions and views without pressure from other members of the group. This also allows each person’s voice to be heard, and no one will be pressured to make decisions based on what other members in the group may be saying.
2. Iteration: The process of using questionnaires can happen over several rounds, and in each round, the group members can continue to give valuable feedback.
3. Controlled feedback: Members of the group are informed of their anonymous colleagues’ responses. Typically, a group summary is given.

4. Statistical findings: Once a round is complete, the results from the group are statistically summarized and given back to the group members. The group opinion then becomes the statistical average.

The application of the above process can have some degree of variation. For example, the first round could be a free-flowing interview with each member to gain initial responses. In subsequent rounds, the responses can be elicited in a quantitative method. Using the Delphi method is an efficient way to get “the cream to rise to the top” (Dalkey, 1969, p. 16).

Appropriateness of the Delphi Process

The Delphi process has been shown to be effective in the following areas, as noted by Linstone and Turoff (1975): “gathering current and historical data not accurately known or available . . . distinguishing and clarifying real and perceived human motivations . . . exposing priorities of personal values [and] social goals” (p. 1). In addition, Linstone and Turoff (1975) noted the applicable circumstances for a Delphi study:

- The problem does not lend itself to precise analytical techniques but can benefit from subjective judgments on a collective basis
- The individuals needed to contribute to the examination of a broad or complex problem have no history of adequate communication and may represent diverse backgrounds with respect to experience or expertise
- More individuals are needed than can effectively interact in a face-to-face exchange
- Time and cost make frequent group meetings infeasible
- The efficiency of face-to-face meetings can be increased by a supplemental group communication process
- Disagreements among individuals are so severe or politically unpalatable that the

communication process must be refereed or anonymity assured

- The heterogeneity of the participants must be preserved to ensure validity of the results (i.e., avoidance of domination by quantity or by strength of personality, also called the bandwagon effect; Linstone & Turoff, 1975).

The input of knowledgeable experts as participants to determine which managerial, leadership, and personal competencies are needed for successful OSMs will be used through a Delphi study. Because the participants live across the continental United States, using a Delphi study will limit the time and cost to meet with the group.

Limitations

The researcher will gain consent from each of the direct stakeholders. The direct stakeholders in this research will be VP's of Sales, Directors, C-suite executive, distributor owners, and OSMs' line managers. The researcher's main role is similar to the role of some of the stakeholders. Therefore, there is some degree of subjectivity regarding what the researcher initially believes will be the outcome of the research. Kumar (2011) described subjectivity as "related to your educational background, training and competence in research, and your philosophical perspective" (p. 246). The researcher will be cautious and aware of these views and attitudes toward possible outcomes and will seek to gain the true essence of the beliefs of the stakeholders. It is critical that the researcher does not unintentionally influence the responses or direction of the study (Hall, 2009).

Other possible limitations of a Delphi study are as follows:

- Ignoring rather than exploring disagreements or differences
- High attrition rate

- Poorly written questionnaires can limit robust responses
- Time consuming, as iterative rounds are a part of the method
- Success will depend on the quality of the participants
- Number of panelists may not be representative of a wider population, which can result in generalization
- Answering the survey with neutral answers to quicken the process

The researcher is seeking highly engaged, professional panelists that should overcome these limitations. The researcher has designed an easy to read survey with a five point Likert scale. Using a five point Likert scale will give reliable results as will a seven point Likert scale. A shorter scale is being used in an effort to avoid rater-fatigue and attrition in the survey process.

Procedural Steps in the Delphi Process

Overview. The steps in the Delphi process will commence with an initial questionnaire given to a panel of knowledgeable experts, after which the researcher will summarize the findings and disseminate them to the group. At this point, the iterative process will begin. Normally two rounds or more will be conducted until a consensus is met. Rowe and Wright (1999) noted, “One of the aims of using Delphi is to achieve greater consensus amongst panelists” (p. 363). Participants will then continue to have the opportunity to refine their opinions based on the feedback from the group at each new round.

Panel of experts. After the initial list of competencies are identified, the next task will be to determine who will be on the panel. Rowe and Wright (1999) emphasized the importance of having panelists with expertise in the area of review. Interestingly, “most empirical studies have used inexpert (often student) panels” (Rowe & Wright, 1999, p. 371). Attributes other than

the panelists being experts include gender and education. Tomasik (2010) conducted two separate studies and determined no relationship existed between these demographic factors and the impact on the effectiveness of the Delphi study. Brockhoff (1975) showed there was no consensus on the number of panelists to use in the study. Rowe and Wright (1999) noted the lack of a “consistent relationship between panel size and effectiveness criteria” (p. 372). Delphi studies have used between four and 345 panelists (see Table 13).

Table 13

Delphi Rounds and Sample Size

Authors	Number of rounds	Sample size
Richards (2000)	2	23
Friend (2001)	3	8
Skulmoski (2002)	3	17
Ayers (1985)	3	82
Hartman & Baldwin (1995)	1	62
Lecklitner (1984)	2	345

Because there is no agreed upon best number with regard to the number of participants, researchers should consider whether the group is heterogeneous or homogeneous. In a homogeneous group, a smaller group of 10 to 15 experts should yield sufficient results (Meijering, Kampen, & Tobi, 2013; Skulmoski et al., 2007). However, Dalkey (1969) found if the group was up to at least 11 members, there was an increase in accuracy. Furthermore, Dalkey, Brown, and Cochran (1970) “concluded that 15-20 panel members might be optimal for Delphi studies” (p. x). A very large number will become cumbersome to manage in the Delphi process (Dalkey, Rourke, Lewis & Snyder, 1972; Delbecq, Van de Ven & Gustafsen, 1975). The targeted number of panel members for this study will be 20 experts. These experts will come from the researchers contacts via Linked In.

Lastly, participants chosen to be Delphi panelists should meet four criteria: knowledge, experience, willingness to participate, and ability to commit the necessary time to the Delphi process (Adler & Ziglio, 1996). Participants who are able to meet the criteria may have work schedules that make it difficult to accommodate the study from start to finish. Ensuring the questionnaire is engaging is one way to capture and keep participants' attention, time, and focus. Helmer (1967) advised, "Select your experts wisely, create the proper conditions under which they can perform most ably . . . use considerable caution when deriving from their various opinions a single combined position" (p. 5).

Phases of a Delphi study. A Delphi study involves four major phases (see Figure 9). Linstone and Turoff (1975) described the four distinct phases as follows:

The first phase is characterized by exploration of the subject under discussion, wherein each individual contributes additional information he feels is pertinent to the issue. The second phase involves the process of reaching an understanding of how the group views the issue. If there is significant disagreement than the disagreement is explored in the third phase to bring out the underlying reasons for the differences and possibly to evaluate them. The last phase, a final evaluation, occurs when all previously gathered information has been initially analyzed and evaluations have been fed back for consideration. (p. 5-6)

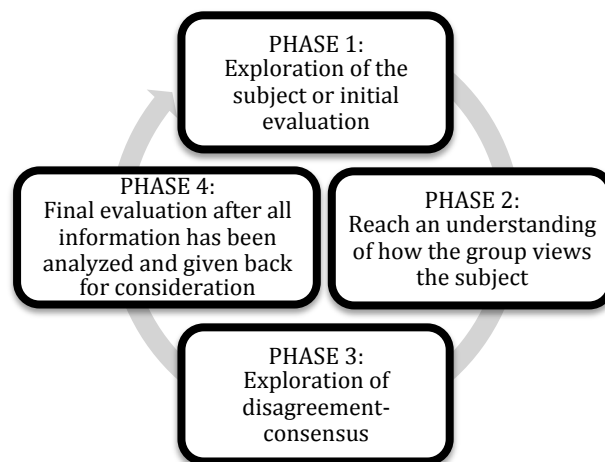


Figure 9. Four main phases of a Delphi study.

In this study, the four phases will be modified as follows. The first phase of the analysis, the initial evaluation, will consist of developing an exhaustive list of competencies and placing these items on a questionnaire to assess their degree of importance to the success of OSMs. The second phase, the iterative process, will involve reassessing the items by asking the panel of experts to reevaluate the degree of importance of each item and eliminating from the list those items deemed unimportant. Using a median score of 4.50 or greater for each competency will be used to place those competencies on a subsequent survey. The third phase, consensus, is the process of determining if consensus is achieved. As described below, consensus will be determined by either 70% of the remaining items reporting an interquartile range (IQR) of 1 or smaller or if no significant changes to the median scores are achieved in two consecutive rounds. In Phase 4, the researcher will group the remaining competencies, all deemed important, into common themes and report those items and the items that comprise them. The process becomes iterative from here and begins the steps from phase two through four until consensus is reached. The number of rounds will vary by study and the amount of disagreement that may arise.

Phase 1: Initial evaluation. Each panelist will receive a survey and a request to provide his or her initial input on rating the competencies based on importance. One hundred seventy-

two competencies have been identified through an exhaustive review of literature presented in Chapter 2. These competencies will be listed on the survey and a 5-point Likert-type scale will help to identify the level of importance of each competency. The scale will be 1 = *least important*, 2 = *somewhat unimportant*, 3 = *neither important nor unimportant*, 4 = *somewhat important*, and 5 = *most important*.

The results gathered in the first phase will be evaluated and then sorted for Phase 2. The evaluation will consist of calculating a median importance rating for every item. After the median is calculated for each of the 172 items, the Phase 2 instrument will be sorted by listing the items rated most important (median scores of 5) to items rated least important (median scores of 1). Items with median scores of less than 4.50 will be eliminated from the instrument. The remaining items will be listed with the same Likert-type scale as used in Phase 1.

Phase 2: Iterative process. In this phase, the iterative process of the Delphi model begins. The results of the first round, the Phase 2 instrument, will be returned to the panel of experts for reevaluation. After the participants complete and return the instruments, median scores and IQRs for each item will be calculated. Competencies will be rated from most important (median score of 5) to least important (median score of 1). The median score of each item will be reported, and the corresponding IQR will be reported next to each item in parenthesis. Items with median scores below 4.5 will be removed from the list and the remaining items will be listed on a new instrument along with a 5-point Likert scale. This process will be repeated until consensus is achieved or until the list has reached 10-15 competencies with a median score of 4.25 or higher in the final round.

Phase 3: Consensus. Measuring consensus is the component of the Delphi method that is the least developed (Rayens & Hahn, 2000). The three methods to analyze the responses from

these questionnaires statistically are interquartile range (IQR), the McNemar test, and Cronbach's alpha (Bland & Altman, 1997; McNemar, 1947). The IQR will be used exclusively to analyze the questionnaires in this Delphi study.

The IQR is used to determine consensus. The IQR is the difference of the value between the 75th and the 25th percentiles. An IQR of less than 1.0 is an indicator of consensus (Raskin, 1994). However, Rayens and Hahn (2000) noted there is no consistency in using IQR as a method of analysis for the Delphi method, yet the IQR does appear to be a common method for analysis. In addition, Rayens and Hahn proposed,

A cut off of 70% generally positive respondents (5–7 on the Likert scale) means that if a factor has an $IQR \leq 1.00$ and $\geq 70\%$ of the respondents provided a positive response to this factor then it can be considered that consensus has been achieved. (p. 312)

Because the study will include a 5-point Likert-type scale, this is the IQR range that will be used for evaluation. Although Rayens and Hahn propose using a Likert scale of 5-7, this researcher has decided to use a 5-point Likert scale since there initially will be 172 competencies to review. The aim behind using the 5-point Likert scale is to make it easier for the panelists to give feedback without losing interest in taking the survey and quitting. Interquartile range in 4-point Likert-type scales may have insufficient criteria (Rayens & Hahn, 2000) to determine agreement and as such will not be used in this study. If an IQR of 1 or less is not achieved among at least 70% of remaining items, then consensus will be accomplished if no significant changes in the ranking of the items is achieved in two consecutive rounds of the Delphi study.

Phase 4: Final analysis. Once consensus is achieved among the remaining items on the list, then those items will be grouped together under common themes, similar to the approach

used in content analysis of qualitative data. Major themes (groupings) of similar items will be reported with their relative importance.

Validity and Reliability

The Delphi method is characterized by iterative rounds of collecting data from a panel of experts, in this study there were three rounds conducted. After an exhaustive search of the literature, an initial list of 172 competencies was identified by the researcher and used in the first survey. After each round, the researcher analyzed the results from the survey, reported the results back to the panel of experts and used the results as the basis for the second survey. This was conducted a total of two times. The iterative process and the panel of experts in the study supports the external validity of this study. It should also be noted, in a homogenous group, as was the case in this study, a smaller group of 10-15 experts should yield sufficient results (Meijering, Kampen & Tobi, 2013; Skulmoski et al., 2007).

Plans for Institutional Review Board

Selection of experts. The panel of experts will include VP of Sales, Directors, C-suite executives and distributor owners in the for-profit business sector across the continental United States. To allow for easier communication between the researcher and the panelists, panelists will be limited to those who live in the Pacific Standard Time Zone. Criteria for inclusion in the study include being a manager of sales managers, a minimum of 5 years of experience in managing others, or the owner of a business, providing the owner has responsibility for hiring at the OSM level or higher. Conversely, exclusion from the study will be panelists who live outside the Pacific Standard Time Zone along with new, first time supervisors.

The number of panelists being used in this study will be 10-15, as suggested for homogenous groups (Skulmoski et al., 2007). The researcher will send out requests to

participate to a minimum of 20 prospective panelists. This overage will allow the researcher to determine that the participation of the panelist will meet the required timeframe for completing the surveys. If the number of panelists that participate in any survey falls below 7, then the Delphi study will terminate and commence again with a new group of panelists.

Human subjects consideration. This study meets the requirements for exemption under Section 45 CFR 46.101(b)(2) of the U.S. Department of Health and Human Services that govern the protection of human subjects (Protection of Human Subjects, 2009). The only risk anticipated would be the time to participate in the study to reflect on inadequacies in the current competencies or lack thereof.

An application for the claim of exemption will be filed with the Institutional Review Board at Pepperdine University. This study will involve an initial phone contact or email via Linked In to explain the study to each panelist. An application for waiver of informed consent has been submitted (see Appendix A), thus allowing the researcher to eliminate the need for a signed response from each expert panelist. The information normally included in a consent form, which includes; the purpose of the study; the methodology of the study; benefits of the study, if any; estimated time commitment for the study; a statement noting the panelist's participation is voluntary and can stop at any time they choose; and a statement that says their participation will be anonymous and confidential to the other participants, unless they specify otherwise will be listed at the beginning of each survey. Anonymity is key and maintained throughout the process. The responses from each panelist will not be tied to their name, but just organized by overall themes.

The information collected via surveys will remain confidential and only a summary of the outcome of the survey will be shared with the group. The survey will be conducted online at

SurveyMonkey.com, and the results will only be able to be accessed by the researcher. All data will remain on the personal computer of the researcher, which is password protected. All data will be destroyed within 3 years after study completion.

The Pepperdine Institute Review Board has approved the application (Appendix B) that was submitted by the researcher. Upon their review, the researcher met all of the criteria under Section 45 CFR 46.101(b)(2) of the U.S. Department of Health and Human Services that govern the protection of human subjects (Protection of Human Subjects, 2009).

Recruitment of Participants

To garner participation in this study, all expert panelists will be contacted by e-mail using a script (see Appendix C). The e-mail will outline the criteria for eligibility and the forecasted time commitment. The method of recruitment will be via phone and the researcher's LinkedIn account and other personal contacts via email. The researcher has been intentionally inviting people to become "connected" on LinkedIn for the purpose of this study. However, there has been no contact or conversation regarding this study. By connecting with people this allows the researcher to send "*in emails*" via the LinkedIn account to prospective panelists. An *in email* is an e-mail, which is sent through LinkedIn and goes directly and privately to the receiver on the other end. This is the method that will be used for prospective panelists that the researcher does not personally know. For other prospective panelists the researcher does know, they will be contacted individually via email or a personal phone call using the script.

After gaining the commitment from the panelists, they will receive a letter via e-mail (see Appendix D) thanking them for agreeing to participate, reminding them that their participation is voluntary and they can elect not to participate or withdraw at any time, and providing a link to take their first survey. The initial survey (Appendix E) will be e-mailed to all panelists.

Subsequent questionnaires will be made and sent out after determining consensus from the first questionnaire.

If the panelists do not answer the survey within a 5-day window after each survey distribution they will receive a reminder email (see Appendix F). As long as the researcher has the minimum number of panelists, which has been defined as 8 the Delphi study will proceed. However, the ideal number of panelists to participate is 10-15. Less than 8 respondents will require the Delphi to end and commence from the beginning.

Summary

Since the onset of the Internet, change has been occurring more rapidly and making it necessary the way people and organizations do business to be reconsidered. Organizations need to ensure that the people they employ are examined to ensure the competencies needed to do the job are still the right competencies to get the job done and make sure the company succeeds at the same time. Forecasting these competencies needs to be done to a certain degree by organizations to make sure that what may be important in the future is being looked at today.

This research aims to partially fill the gap in literature among OSMs who work in the for-profit sector. Identifying the competencies needed for success by this layer of management has not been conducted to the same degree as the competencies that sales people need. Using a Delphi method to explore the competencies needed for OSMs will be employed in this research. It has been shown that using a Delphi method is the most efficient way to get “the cream to rise to the top” (Dalkey, 1969, p. 16). It is for this reason along with the ability to come to consensus that a Delphi method will be used. The Delphi method allows each panelist to provide feedback and insights anonymously, which may allow for more transparent feedback since the panelist does not have to worry about what others may think of their responses.

The list of competencies is quite robust, with 172 competencies (see Appendix G) that have been identified for the Delphi. It is being assumed that three rounds will be used in this Delphi, however if consensus can be found in two rounds then that is all that will be necessary. Other Delphi studies have found consensus in just one round. Using the interquartile range or IQR will be the method used to determine consensus in this study. A 5-point Likert scale will be used over a 7-point scale with the assumption that it will be more time effective for the panelists when providing their feedback.

In addition, the sample size or number of participants, otherwise known as panelists should have at least 11 and this increases the accuracy (Dalkey, 1969). In this study a total of 15 panelists will be sought out to participate.

The researcher of this study will act in accordance with all ethical and legal obligations that is required by the Institutional Review Board at Pepperdine University. Appropriate forms to communicate the purpose of the study, the methodology of the study, benefits of the study, estimated time commitment for the study and of course a statement letting the panelists know that their participation is voluntary and can end at any time.

Chapter 4: Research Findings

Introduction

This chapter represents the results of the Delphi study, including the ranking of all 172 competencies evaluated by a panel of experts, along with the data collected in each of the three phases of the study. There is discussion around the recruitment of participants, initial responses to the study, the competencies in which no consensus was found along with the thematic analysis of the data.

Recruitment of Participants

The selection process for participants in the study began by considering qualifications needed for a panel of experts. Criteria for inclusion in the study included being a manager of sales managers, a minimum of 5 years of experience managing others, or a business owner who has responsibility for hiring at the OSM level or higher. Qualified panelists were those who live in the Pacific Time Zone to allow for quicker response time to the surveys distributed. Conversely, excluded from the study were panelists living outside the Pacific Time Zone, along with new, first-time supervisors with less than 5 years of hiring at the OSM level.

An application for Waiver or Alteration of Informed Consent Procedures was requested and granted by the Institutional Review Board, thus allowing the investigator to omit the requirement of having a signed consent form from the subjects in the study. The researcher solicited the experts via a personal account on LinkedIn. An initial letter was sent out to 42 prospective panelists whom the researcher thought might meet the minimum criteria based on their own job title, which consisted of vice president of sales, director of sales and marketing, C-suite executives, or the owner of a manufacturer or distributor. The letter invited prospective panelists to participate voluntarily in the study if they met the minimum criteria and to respond

back in the affirmative to the LinkedIn InMail. Out of the 42 people, two people declined to participate, one did not meet the minimum qualifications, and 18 people responded in the affirmative, thus leaving 21 people who did not respond back at all (see Figure 10). This represented an initial response rate of 41.8%.



Figure 10. Initial responses to participate in study.

As some of the people asked to participate in the study were in the same industry as the researcher, it was assumed that this might have been a causal factor for the low response rate. The target number was 15 panelists, and this number was met and exceeded, with 18 individuals agreeing to participate (see Figure 11).

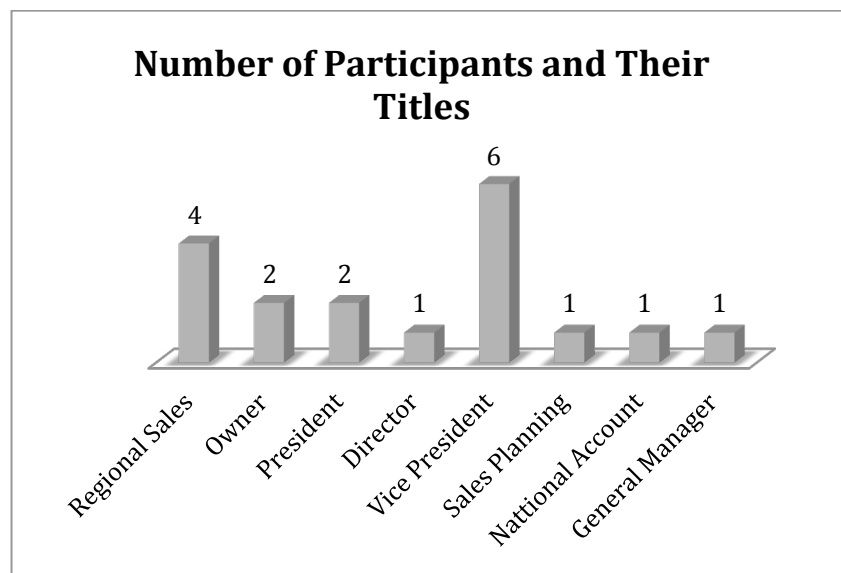


Figure 11. Number of participants and their titles.

Out of 42 possible panelists, only three were women. This is discussed later in Chapter 5. Tomasik (2010) determined that demographic factors such as gender did not have an impact on the effectiveness of a Delphi study. All three women agreed to participate. Therefore, 17% of the panelists were female, and 83% were male. All panelists who agreed to participate were located in California according to their LinkedIn profiles.

Participation

Forty-two prospective expert panelists were initially contacted via LinkedIn e-mail, and 18 opted to participate voluntarily in the study. A minimum of eight expert panelists was needed to participate in each round. Failure to achieve this number would indicate the study would have to cease and begin again. Because this was a homogenous group, 10 to 15 experts should have yielded sufficient results (Meijering et al., 2013; Skulmoski et al., 2007). Nine of the 18 expert panelists took the first survey, for a 50% participation rate. A reminder e-mail was sent out after 5 days, allowing the panelists an additional 3 days to take the survey. On the second round, 10 out of the 18 expert panelists took the survey, resulting in a 55.6% participation rate. Again, a reminder e-mail was sent out after 5 days, allowing the panelists an additional 3 days to take the survey. On the third round, 10 out of the 18 expert panelists took the survey, resulting in the same 55.6% participation rate.

Each survey was open for eight days during all three rounds. This allowed for the initial five days for each expert panelist to complete the survey and gave time for the reminder email, which gave the panelists an additional 3 days to complete. Each round was analyzed on the ninth day. The analysis took one day to complete for each round and the new survey was sent out on the same day as the analysis took place. Each survey was closed on the ninth day, thus not

allowing any more panelists to take the survey. Therefore it is not known if additional panelists tried to complete the survey.

Round 1 Analysis

For the first round of analyses, the researcher constructed a questionnaire listing all 172 competencies and sent it out via SurveyMonkey.com to 18 expert panelists, of whom nine responded. The minimum number of respondents needed to take the survey was seven; otherwise, the study would have ceased and started again. A 5-point Likert-type scale was used, where 1 indicated *least important* and 5 indicated *most important*. All 172 items (see Table 14) had comparatively high levels of importance. Interestingly, a median rating of 3.0 or higher was found for all 172 items. In addition, almost all items ($n = 167, 97.1\%$) had a median rating of at least 4.0 on the 5.0 scale. In Round 1, 41 items (23.8%) that had a median rating of at least $M \geq 4.50$ were used in Round 2. Those 41 items are displayed in Appendix H and were used as input for the Round 2 evaluation process.

As a point of reference, interquartile range (IQR) is used to determine consensus. The IQR is the difference of the value between the 75th and the 25th percentiles. An IQR of less than 1.0 is an indicator of consensus (Raskin, 1994). The mean (M) is the average of all the numbers, while the median (Mdn) is the middle number in a list of sorted numbers.

Table 14

Round 1 Results

Survey item	<i>M</i>	<i>Mdn</i>	<i>IQR</i>
Initiative	5.00	5.00	0.00
Honest	5.00	5.00	0.00
Integrity and trust	5.00	5.00	0.00
Displaying high integrity and honesty	4.89	5.00	0.00
Deliver results	4.89	5.00	0.00
Action oriented	4.89	5.00	0.00

(continued)

Survey item	<i>M</i>	<i>Mdn</i>	<i>IQR</i>
Action oriented	4.89	5.00	0.00
Interpersonal maturity	4.78	5.00	0.50
Entrepreneurial maturity	4.78	5.00	0.50
Take responsibility for outcomes	4.78	5.00	0.50
Practice accountability	4.78	5.00	0.50
Keep commitments	4.78	5.00	0.50
Strength of the leadership role	4.78	5.00	0.50
Developing others	4.78	5.00	0.50
Managing and measuring work	4.78	5.00	0.50
Motivating others	4.78	5.00	0.50
Intellectual maturity	4.75	5.00	0.75
Stamina and adaptability	4.67	5.00	0.50
On-the-job maturity	4.67	5.00	1.00
Self-confidence	4.67	5.00	1.00
Focus on results	4.67	5.00	1.00
Inspiring and motivating others	4.67	5.00	1.00
Developing others	4.67	5.00	1.00
Demonstrate respect	4.67	5.00	1.00
Intensity	4.67	5.00	1.00
Actions taken	4.67	5.00	1.00
Self motivation	4.67	5.00	1.00
Approachability	4.67	5.00	1.00
Customer focus	4.67	5.00	1.00
Perseverance	4.67	5.00	1.00
Drive for results	4.67	5.00	1.00
Remuneration	4.56	5.00	0.50
Esprit de corps	4.56	5.00	1.00
Straightforward	4.56	5.00	1.00
Determined	4.56	5.00	1.00
Solving problems and analyzing issues	4.56	5.00	1.00
Clarify expectations	4.56	5.00	1.00
Depth of understanding others	4.56	5.00	1.00
Managing diversity	4.56	5.00	1.00
Ethics and values situation	4.56	5.00	1.00
Interpersonal savvy	4.56	5.00	1.00
Building effective teams	4.56	5.00	1.00
Intensity of fostering teamwork	4.44	5.00	1.00
Logical thought	4.44	4.00	1.00
Forward-looking	4.44	4.00	1.00
Broad-minded	4.44	4.00	1.00
Courageous	4.44	4.00	1.00
Ambitious	4.44	4.00	1.00
Listening to others	4.44	4.00	1.00
Business acumen	4.44	4.00	1.00
Composure	4.44	4.00	1.00
Confronting direct reports	4.44	4.00	1.00
Timely decision making	4.44	4.00	1.00
Fairness to direct reports	4.44	4.00	1.00
Managerial courage	4.44	4.00	1.00
Planning	4.44	4.00	1.00
Unity of direction	4.33	5.00	1.00

(continued)

Survey item	<i>M</i>	<i>Mdn</i>	<i>IQR</i>
Order	4.33	4.00	1.00
Specialized knowledge	4.33	4.00	1.00
Accurate self-assessment	4.33	4.00	1.00
Conceptualization	4.33	4.00	1.00
Managing group process	4.33	4.00	1.00
Self-control	4.33	4.00	1.00
Managing group process	4.33	4.00	1.00
Inspiring	4.33	4.00	1.00
Competent	4.33	4.00	1.00
Dependable	4.33	4.00	1.00
Mature	4.33	4.00	1.00
Self-controlled	4.33	4.00	1.00
Listen first	4.33	4.00	1.00
Time dimension	4.33	4.00	1.00
Complexity of analysis	4.33	4.00	1.00
Dealing with ambiguity	4.33	4.00	1.00
Comfort around higher management	4.33	4.00	1.00
Command skills	4.33	4.00	1.00
Intellectual horsepower	4.33	4.00	1.00
Organizational agility	4.33	4.00	1.00
Dealing with paradox	4.33	4.00	1.00
Priority setting	4.33	4.00	1.00
Sizing up people	4.33	4.00	1.00
Strategic agility	4.33	4.00	1.00
Managing vision and purpose	4.33	4.00	1.00
Collaboration and teamwork	4.22	4.00	0.50
Confront reality	4.22	4.00	0.50
Decision quality- consistently chooses the right outcome	4.22	4.00	0.50
Listening	4.22	4.00	0.50
Peer relationships	4.22	4.00	0.50
Process management	4.22	4.00	0.50
Positive regard	4.22	4.00	1.00
Use of unilateral power	4.22	4.00	1.00
Loyal	4.22	4.00	1.00
Independent	4.22	4.00	1.00
Show loyalty	4.22	4.00	1.00
Delegation	4.22	4.00	1.00
Problem solving	4.22	4.00	1.00
Managing through systems	4.22	4.00	1.00
Time management	4.22	4.00	1.00
Talk straight	4.13	4.00	0.75
Memory	4.11	4.00	0.00
Use of socialized power	4.11	4.00	0.00
Establish stretch goals	4.11	4.00	0.00
Conflict management	4.11	4.00	0.00
Perspective	4.11	4.00	0.00
Political savvy	4.11	4.00	0.00
Self knowledge	4.11	4.00	0.00
Unity of command	4.11	4.00	0.50
Proactivity	4.11	4.00	0.50
Intelligent	4.11	4.00	0.50

(continued)

Survey item	<i>M</i>	<i>Mdn</i>	<i>IQR</i>
Supportive	4.11	4.00	0.50
Technical and professional expertise	4.11	4.00	0.50
Communicating powerfully	4.11	4.00	0.50
Building relationships	4.11	4.00	0.50
Developing strategic	4.11	4.00	0.50
Focus on needs	4.11	4.00	0.50
Informing	4.11	4.00	0.50
Learning on the fly	4.11	4.00	0.50
Negotiating	4.11	4.00	0.50
Standing alone	4.11	4.00	1.50
Written communications	4.11	4.00	1.50
Discipline	4.00	4.00	0.00
Caring	4.00	4.00	0.00
Boss relationships	4.00	4.00	0.00
Caring about direct reports	4.00	4.00	0.00
Organizing	4.00	4.00	0.00
Equity	4.00	4.00	0.50
Practicing self-development	4.00	4.00	0.50
Depth of understanding organization	4.00	4.00	0.50
Spontaneity	4.00	4.00	1.00
Fair-minded	4.00	4.00	1.00
Subordination of individual interests to the general interest	4.00	4.00	1.50
Perspective	3.89	4.00	0.00
Discretionary effort to help others	3.89	4.00	0.00
Breadth or network of influence	3.89	4.00	0.00
Understanding others	3.89	4.00	0.00
Concern with close relationships	3.89	4.00	0.50
Create transparency	3.89	4.00	0.50
Technical learning	3.89	4.00	0.50
Efficiency orientation perceptual objectivity	3.89	4.00	1.00
Functional/technical skills	3.89	4.00	1.00
Championing change	3.88	4.00	0.75
Presentation skills	3.78	4.00	0.00
Cooperative	3.78	4.00	0.50
Get better	3.78	4.00	0.50
Rank of people directed	3.78	4.00	0.50
Personal learning	3.78	4.00	0.50
Work/life balance	3.78	4.00	0.50
Technical knowledge	3.78	4.00	1.00
Closeness of relationships built	3.78	4.00	1.50
Stability of tenure of personnel	3.75	4.00	0.75
Use or oral presentations	3.75	4.00	0.75
TQM/Re-engineering	3.75	4.00	0.75
Originality of concepts	3.67	4.00	1.00
Compassion	3.67	4.00	1.00
Imaginative	3.67	4.00	1.50
Innovation	3.67	4.00	1.50
Scalar chain	3.63	4.00	1.00
Authority	3.56	4.00	1.00
Right wrongs	3.56	4.00	1.00
Patience	3.56	4.00	1.00

(continued)

Survey item	<i>M</i>	<i>Mdn</i>	<i>IQR</i>
Self-development	3.56	4.00	1.00
Hiring and staffing	3.44	4.00	1.00
Humor	3.44	4.00	1.00
Innovation management	3.44	4.00	1.00
Extend trust	3.44	3.00	1.00
Career ambition	3.44	3.00	1.00
Completeness of developmental plan	3.44	4.00	1.50
Creativity	3.44	4.00	1.50
Specialized knowledge	3.33	4.00	1.00
Degree of innovation	3.33	4.00	1.00
Connect internal groups to the outside world	3.33	4.00	1.50
Division of work	3.33	3.00	2.00
Personal disclosure	3.00	3.00	0.00
Centralization	2.78	3.00	2.00

Table 15 shows the eleven competencies on which consensus was not achieved (also see Appendix I). The IQR was used to determine consensus. The IQR is the difference between the 75th and 25th percentiles. Raskin (1994) noted an IQR of 1.0 or less is an indicator of consensus. Because the eleven competencies in Table 14 are above 1.0, they were dropped from the second survey. In addition, any competency with a median of at least 4.50 was used in the second survey.

Table 15

Round 1: Items With No Consensus

Survey item	<i>M</i>	<i>Mdn</i>	<i>IQR</i>
Division of work	3.33	3.00	2.00
Centralization	2.78	3.00	2.00
Standing alone	4.11	4.00	1.50
Written communications	4.11	4.00	1.50
Subordination of individual interests to the general interest	4.00	4.00	1.50
Closeness of relationships built	3.78	4.00	1.50
Imaginative	3.67	4.00	1.50
Innovation	3.67	4.00	1.50
Completeness of developmental plan	3.44	4.00	1.50
Creativity	3.44	4.00	1.50
Connect internal groups to the outside world	3.33	4.00	1.50

Round 2 Analysis

For the second round of analyses, the researcher constructed a second email, which contained a link to take the second survey (see Appendix J). The survey listed the remaining 41 items and sent it out via SurveyMonkey.com to 18 expert panelists, and 10 responded back to be rated. A 5-point Likert-type scale was used, where 1 indicated *least important* and 5 indicated *most important*. As before, comparatively high levels of importance were given for the 41 remaining items. Specifically, all but one of the 41 items (97.6%) had a median rating of $Mdn \geq 4.0$. In Round 2, there were 22 items (53.7%) that had a median rating of $Mdn \geq 4.5$. Those 22 items (see Table 16) appear in Appendix K and were used as input for the Round 3 evaluation process.

Table 16

Round 2 Results

Item	<i>M</i>	<i>Mdn</i>	<i>IQR</i>
Displaying high integrity and honesty	5.00	5.00	0.00
Integrity and trust	4.90	5.00	0.00
Ethics and values	4.90	5.00	0.00
Honest	4.80	5.00	0.25
Building effective teams	4.70	5.00	1.00
Focus on results	4.60	5.00	1.00
Initiative	4.50	4.50	1.00
Keep commitments	4.50	5.00	1.00
Motivating others	4.50	4.50	1.00
Developing others	4.50	5.00	1.00
Perseverance	4.50	5.00	1.00
Clarify expectations	4.50	5.00	1.00
Deliver results	4.40	4.00	1.00
Take responsibility for outcomes	4.40	5.00	1.25
Practice accountability	4.40	5.00	1.25
Managing and measuring work	4.40	5.00	1.25
Customer focus	4.40	4.50	1.00
Drive for results	4.40	4.50	1.00
Stamina and adaptability	4.30	4.00	1.00
Inspiring and motivating others	4.30	4.50	1.25
Demonstrate respect	4.30	4.00	1.00
Approachability	4.30	4.00	1.00
Solving problems and analyzing issues	4.30	4.00	1.00
Depth of understanding others	4.30	4.50	1.00

(continued)

Item	<i>M</i>	<i>Mdn</i>	<i>IQR</i>
Action oriented	4.20	4.00	1.00
Actions taken	4.20	4.50	1.25
Self-motivation	4.20	4.00	1.25
Straightforward	4.20	4.00	1.00
Determined	4.20	4.50	1.25
Managing diversity	4.20	4.50	1.25
Interpersonal savvy	4.20	4.00	1.25
Entrepreneurial maturity	4.10	4.00	0.25
Developing others	4.10	4.00	1.00
Intellectual maturity	4.10	4.00	0.25
Esprit de corps	4.10	4.00	1.00
Interpersonal maturity	4.00	4.00	2.00
Strength of the leadership role	3.90	4.00	2.00
Self-confidence	3.90	4.00	1.50
Intensity	3.90	4.00	0.25
On-the-job maturity	3.70	3.50	2.00
Remuneration	3.40	4.00	1.25

Table 17 shows the 14 competencies for which consensus was not achieved (Appendix L). These 14 competencies were dropped from the subsequent survey. Any competency with a median of at least 4.50 was used in the final survey.

Table 17

Round 2 Items With No Consensus

Item	<i>M</i>	<i>Mdn</i>	p25	p50	p75	<i>IQR</i>
Interpersonal maturity	4.00	4.00	3.00	4.00	5.00	2.00
Strength of the leadership role	3.90	4.00	3.00	4.00	5.00	2.00
On-the-job maturity	3.70	3.50	3.00	3.50	5.00	2.00
Self-confidence	3.90	4.00	3.50	4.00	5.00	1.50
Take responsibility for outcomes	4.40	5.00	3.75	5.00	5.00	1.25
Practice accountability	4.40	5.00	3.75	5.00	5.00	1.25
Managing and measuring work	4.40	5.00	3.75	5.00	5.00	1.25
Inspiring and motivating others	4.30	4.50	3.75	4.50	5.00	1.25
Actions taken	4.20	4.50	3.75	4.50	5.00	1.25
Self motivation	4.20	4.00	3.75	4.00	5.00	1.25
Determined	4.20	4.50	3.75	4.50	5.00	1.25
Managing diversity	4.20	4.50	3.75	4.50	5.00	1.25
Interpersonal savvy	4.20	4.00	3.75	4.00	5.00	1.25
Remuneration	3.40	4.00	2.75	4.00	4.00	1.25

Round 3 Analysis

For the third round of analyses, the researcher constructed a third survey (Appendix M) listing the final 22 items (see Table 18) via SurveyMonkey.com and sent an email (Appendix N) to the 18 participants, of whom 10 responded. A 5-point Likert scale was used, where 1 indicated *least important* and 5 indicated *most important*. For the 22 items, mean ratings ranged from $M = 4.08$ to $M = 4.92$, with 10 of the items having a median rating of $M \geq 4.50$. All 22 items also had an interquartile range of $IQR \leq 1.0$.

In Round 3, all items had consensus and were being used moving forward. A letter to each of the 18 participants was sent out thanking them for their time and contribution to this research (Appendix O). Of the three surveys given, only 21 items did not have consensus reached. The final results are listed in Appendix P.

Table 18

Round 3 Results

Survey item	<i>M</i>	Mdn	IQR
Displaying high integrity and honesty	4.92	5.00	0.00
Integrity and trust	4.75	5.00	0.75
Ethics and values	4.67	5.00	1.00
Building effective teams	4.58	5.00	0.75
Honest	4.50	4.50	1.00
Developing others	4.50	5.00	1.00
Take responsibility for outcomes	4.50	5.00	1.00
Practice accountability	4.50	5.00	1.00
Managing and measuring work	4.50	4.50	1.00
Depth of understanding others	4.50	4.50	1.00
Keep commitments	4.42	4.50	1.00
Customer focus	4.42	4.50	1.00
Drive for results	4.42	4.00	1.00
Focus on results	4.33	4.00	1.00
Motivating others	4.33	4.50	1.00
Actions taken	4.33	4.00	1.00
Determined	4.25	4.00	1.00
Perseverance	4.18	4.00	1.00
Clarify expectations	4.17	4.00	1.00
Initiative	4.17	4.00	1.00
Managing diversity	4.17	4.00	1.00
Inspiring and motivating others	4.08	4.00	0.00

Coding of Competencies

After a comprehensive list of competencies resulting from the Delphi analysis was compiled, the researcher conducted a thematic analysis of the results by coding the data. The competencies on the list were coded into themes. Auerbach and Silverstein (2003) noted, “A theme functions as a way to categorize a set of data into an implicit topic that organizes a group of repeating ideas” (p. 133). The goal of thematic analysis is to narrow down a number of themes from the data to create one overarching theme. Theming the data is applicable when using participant-generated documents, rather than “researcher-generated field notes” (Saldana, 2009, p. 139). Initially, the researcher color-coded (see Figure 12) each competency name based on clusters that appeared to emerge.

Survey Item
Displaying high integrity and honesty
Integrity and trust
Ethics and values
Building effective teams
Honest
Developing others
Take responsibility for outcomes
Practice accountability
Managing and measuring work
Depth of understanding others
Keep commitments
Customer focus
Drive for results
Focus on results
Motivating others
Actions taken
Determined
Perseverance
Clarify expectations
Initiative
Managing diversity
Inspiring and motivating others

Figure 12. Thematic analysis: initial coding.

As a result of the thematic analysis, the final 22 items were organized into four main clusters. This step is consistent with the recommendation from the literature, as previously explained, that the best way to develop themes is to organize or cluster the competencies into three to five main collections and then give each collection a name (Boak & Coolican, 2001; Spencer & Spencer, 1993).

The 22 competencies were originally reviewed and organized by name, and those with similar topics were arranged together. After grouping each of the 22 competencies, four main clusters arose. The collection names or clusters are delivers results, understands others, enhances teams & talent and trust (see Table 16). Under each cluster name, the 22 competencies that have answered the research question; What are the critical competencies for outside sales managers, are listed in Table 19.

Table 19

Clusters and Competencies

Delivers Results	Understands Others	Enhances Teams & Talent	Trust
Managing and measuring work	Inspires and motivates others	Clarifies expectations	Displays high integrity and honesty
Initiative	Manages diversity	Develops others	Takes responsibility for outcomes
Perseverance	Motivating others	Builds effective teams	Practices accountability
Determined			Keeps commitments
Actions taken			Integrity and trust
Focus on results			Ethics and values
Drive for results			Honest
			Customer focus

The four clusters will be referred to later as the DUET Leadership Competency Model.

The four clusters from Table 18 have also been refined to reflect the competencies listed in Table 20. The purpose in doing this is to eliminate the redundancy of competencies. Therefore, Table 20 has taken the list of 22 competencies down to 14.

Table 20

The DUET Leadership Competency Model

Delivers Results	Understands Others	Enhances Teams & Talent	Trust
Managing and measuring work	Inspires and motivates others	Clarifies expectations	Displays high integrity and honesty
Initiative	Manages diversity	Develops others	Trust
Determination	Depth of understanding others	Builds effective teams	Ethics and values
Drive for results			Customer focus

Summary

An extensive list of competencies was sent to 18 expert panelists to be analyzed from least important to most important using a Delphi method. A Likert-type scale was used, with 1 = *least important* to 5 = most important. Three rounds were conducted to refine the list of critical leadership competencies for successful OSMs from 172 down to 14. Two of the 14 competencies, *displays high integrity and honesty* and *inspires and motivates others* had the least amount of disagreement ($IQR = 0.0$). Using a Delphi allows the “cream to rise to the top” (Dalkey & Helmer, 1963, p. 16). The competencies that rose to the top were as follows:

1. Managing and measuring work: Defines and assigns goals, tasks, or activities; sets clear expectations and measures; monitors progress; gives feedback; and holds others accountable ($M = 4.50$, $IQR = 1.0$).
2. Drive for results: Is consistently a top-performer and sets goals and objectives while pushing themselves and others to accomplish them and secures business objectives ($M = 4.42$, $IQR = 1.0$).
3. Determination: Has the willpower to see projects through, faces adversity, and others look up to this leader as an example as one who never gives up ($M = 4.25$, $IQR = 1.0$).
4. Depth of understanding others: Is able to make good judgments about other people

- and understands how other people make decisions, how they learn, how they communicate, how and where they get their energy from ($M = 4.50$, $IQR = 1.0$).
5. Manages diversity: Ensures all types of people are respected and represented ($M = 4.17$, $IQR = 1.0$).
 6. Inspires and motivates others: Understands the development and commitment needs of direct reports and is able to get the most and best out of their direct report, creates autonomy, empowers others, and others aspire to do their best for this leader ($M = 4.08$, $IQR = 0.00$).
 7. Developing others: ($M = 4.50$, $IQR = 1.0$).
 8. Building effective teams: Knows how to blend people into teams, creates a strong team spirit and camaraderie, lets the team finish their work, allows open dialogue and shares the wins and loses of the team ($M = 4.58$, $IQR = 1.0$).
 9. Inspires and motivates others: Understands the development and commitment needs of direct reports and is able to get the most and best out of their direct report, creates autonomy and empowers others, and others aspire to do their best for this leader ($M = 4.08$, $IQR = 0.00$).
 10. Clarifies expectations: Ensures that all team members understand the vision and know what goals or tasks they are responsible for achieving ($M = 4.17$, $IQR = 1.0$).
 11. Trust: Admits mistakes, is seen as a widely respected leader, keeps confidences, talks straight, listens well, extends trust, keep promises or commitments made, and walks the talk ($M = 4.75$, $IQR = 0.75$).
 12. Ethics and values: Sees the difference between right and wrong, has sound decision-making skills, and makes the appropriate choice in the right situation consistently (M

= 4.67, *IQR* = 1.0).

13. Customer focus: Seeks to understand the customers' needs, dedicates him or herself to meeting the needs and expectations of internal and external customers, and establishes rapport and trust to maintain relationships with customers ($M = 4.42$, $IQR = 1.0$).
14. Initiative: Enjoys working hard and takes advantage of more opportunities than most people ($M = 4.17$, $IQR = 1.0$).

The list of competencies was then put into four main clusters, called the DUET Leadership Competency Model. The clusters are: delivers results, understands others, enhances teams & talent and trust. These clusters and competencies are presented as those competencies that are critical to successful outside sales managers. The next chapter shares a discussion with suggestions for future research and more on the researcher's observations.

Chapter 5: Conclusions, Discussions and Suggestions for Future Research

Overview

The purpose of this study was to conduct a Delphi study analyzing 172 competencies and determining which competencies were the most critical for successful OSMS. As a result of this study, the list of competencies was narrowed down to 14 and placed into four main themes or clusters. This chapter includes a discussion of the results, a comparison to earlier studies, the researcher's observations, and recommendations for future research.

Discussion of Demographics

Out of the initial 43 people that were contacted to participate, only 1% were female. Of the 43 contacted, 18 agreed to participate, of which 16% of the expert panelists who agreed to voluntarily participate were female. Out of the expert panelists who took the surveys, 16% of the panelists were female, thus leaving the male population that participated at 84%. According to the U.S. Census Bureau, 72.2% of men hold management positions, compared to 27.8% of women. Research is not skewed by a lack of women participating as expert panelists, but there appears to be a lack of women in leadership at the vice president of sales, director, and C-suite executive levels.

While the lack of women in this study should not be shocking, it is fairly representative of the number of women that hold senior leadership positions. Forbes (2014) shares, "In North America, where 21% of senior leadership positions are held by women... only 21 of the Fortune 500 CEOs are women" (para. 9). There is still a disproportion among men and women at the senior leadership level. This could prove to be an interesting topic for further research.

Discussion on Reaching Consensus

The initial survey sent out included 172 competencies, the second survey contained 41 items, and the third survey had 22 items. Through all three surveys, only 21 items did not reach consensus. In an effort to reduce the number of competencies sent out on each subsequent survey, the researcher used a median score of 4.50 or higher to identify competencies that would appear on the new survey. The researcher assumed there would be less consensus than there actually was. The researcher used a 5-point Likert-type scale, but perhaps should have considered a 6- or 7-point scale. Rayens and Hahns (2000) determined that using a Likert-type scale of 5 to 7 points is most appropriate for a Delphi study, and the researcher used a 5-point Likert-type scale based on the size of the initial survey. The purpose in choosing a 5-point scale was to avoid rater-fatigue from the participant, which might have resulted in fewer participants taking the first survey.

Discussion of the Results

The research question addressed in this study was as follows: What are the critical leadership competencies needed for successful OSMs? The expert panelists narrowed the exhaustive list 172 competencies down to 22 competencies. The researcher refined the 22 competencies to eliminate redundant competency names, thus narrowing the list to 14 competencies. The competencies are listed in order of importance as ranked by the expert panelists under each cluster name. The results and their definitions will be discussed over the next few pages.

Delivers Results

Managing and measuring work: Defines and assigns goals, tasks, or activities; sets clear expectations and measures; monitors progress; gives feedback; and holds others accountable ($M = 4.50$, $IQR = 1.0$).

Drive for results: Is consistently a top performer, sets goals and objectives while pushing themselves and others to accomplish them, and secures business objectives ($M = 4.42$, $IQR = 1.0$).

Determination: Has the willpower to see projects through, faces adversity, and others are able to look up to this leader as an example as one who never gives up ($M = 4.25$, $IQR = 1.0$).

Initiative: Is proactive, enjoys working hard, seizes more opportunities than others, and has passion and energy for things that are challenging ($M = 4.17$, $IQR = 1.0$).

Understands Others

Depth of understanding others: Is able to make good judgments about other people. Understands how other people make decisions, how they learn, how they communicate, and how and where they get their energy to get the most out of an individual. ($M = 4.50$, $IQR = 1.0$).

Manages diversity: Ensures all types of people are respected and represented ($M = 4.17$, $IQR = 1.0$).

Inspires and motivates others: Understands the development and commitment needs of direct reports and is able to get the most and best out of their direct report, creates autonomy and empowers others, and others aspire to do their best for this leader ($M = 4.08$, $IQR = 0.00$).

Enhances Teams & Talent

Builds effective teams: Hires and staffs effectively to build the future pipeline for talent and succession planning, can identify learning agility in the interview process, sizes up others well, and ensures direct reports are capable of producing results ($M = 4.58, IQR = 0.75$).

Develops others: Seeks to build the talent pipeline, understands what his or her direct reports aspire to do in the organization, gives feedback frequently to direct reports, and provides challenging assignment and opportunities that allows associates to learn and grow ($M = 4.30, IQR = 1.0$).

Clarifies expectations: Creates focus by letting others know what is expected of them. Use of SMART goals to create clarity and focus. ($M = 4.17, IQR = 1.0$).

Trustworthiness

Displays high integrity and honesty: Can be counted on to do the right thing when no one is around ($M = 4.92, IQR = 0.00$).

Trust: Admits mistakes, is seen as a widely respected leader, keeps confidences, talks straight, listens well, extends trust, keep promises or commitments made, and walks the talk ($M = 4.75, IQR = 0.75$).

Ethics and values: Sees the difference between right and wrong, has sound decision-making skills, and makes the appropriate choice in the right situation consistently ($M = 4.67, IQR = 1.0$).

Customer focus: Seeks to understand the customers needs, dedicates him or herself to meeting the needs and expectations of internal and external customers, and establishes rapport and trust to maintain relationships with customers ($M = 4.42, IQR = 1.0$).

Comparison to Earlier Studies

To reinforce the literature, *develops others* was a competency identified in research conducted by Orr and Sack (2009) as being one of the lowest ranked skills in which a manager has skills. In this researcher's study, *develops others* was not ranked as the lowest skill. Develops others had a mean of 4.50, compared to the low, which was inspiring and motivating others with a mean of 4.08 and the high was displaying high integrity and honesty with a mean of 4.92. The expert panelists used in this study clearly saw this as a critical leadership competency. Although many managers are new to managing and leading, they are transitioning from doing the work themselves to directing others to get results done (Orr & Sack, 2009). The transition for a person to go from doing to leading requires a new set of skills and is not as simple as saying if a person could do Job A, then he or she can do Job B (Hallenbeck et al., 2006). This is the case with many people thinking that salespeople who do an outstanding job in sales should be considered for the next level in their career, which might seem to be managing. This is not the case. The *developing others* critical leadership competency for managers should be a competency developed in a manager before he or she assumes a new managerial role. Orr and Sack (2009) outlined that managers are poorly skilled in this competency.

Perseverance or *determination* as named in the cluster, impacts results, the first of the four I's of leadership competencies and was also ranked fifth in order of importance on the Korn Ferry report (Orr & Sack, 2009). In the current study, determination was eighth out of the 14 competencies. The Korn Ferry data indicated what competencies are listed as untapped strengths, hidden differentiators, leveraged strengths, and known differentiators. Perseverance or determination is not mentioned as a competency that should be developed for the next level of a career at the individual contributor, manager, or executive level. It is seen as important, but not

an area of development to advance to the next level.

Ethics and *values* were high up in the rank order of importance (Orr & Sack, 2009). In the current study, *ethics*, *trust*, and *honesty* were consistently at the top of the list in terms of the mean and IQR, gaining consensus every time. These findings aligned with the research study Kouzes and Posner (2007) conducted. Honesty was the characteristic most important in a list of 20 characteristics administered to over 75,000 people worldwide (Kouzes & Posner, 2007). Trust can take a long time to create and establish, yet it is also an area that can be eroded the quickest based on the actions of a person, department, company, or government. A leader who has good ethics and values can gain the trust of others quicker than an unscrupulous leader can.

Lombardo and Eichinger (2014) conducted research that showed 22 of their 67-competency model that aligned with emotional intelligence and 22 competencies highly correlated to learning agility. This list can be referred back to Tables 8 and 9. When comparing these emotional intelligence and learning agility competencies against the researchers 14 competencies that were validated by expert panelists, the following similarities show up (Table 21).

Table 21

Researchers 14 Competencies that Align with the Lombardo and Eichinger (2014) Research on Emotional Intelligence and Learning Agility Correlation

Competency	Emotional Intelligence	Learning Agility
Managing and measuring work		
Initiative		
Determination		
Drive for results		
Clarifies expectations		
Develops others		
Builds effective teams	x	
Inspires and motivates others	x	x
Manages diversity	x	
Depth of understanding others	x	x
Displays high integrity and honesty	x	
Trust	x	
Ethics and Values		
Customer Focus		

Six of the fourteen researcher's competencies are aligned with emotional intelligence (EQ) and two of the fourteen researcher's competencies align with learning agility. According to the research conducted by Lombardo and Eichinger (2014) these competencies would be highly correlated to emotional intelligence and learning agility. Conversely, Table 22 shows the Lombardo and Eichinger (2014) competencies that are highly correlated to emotional intelligence and learning agility that were *not* chosen by this researcher's panel of experts.

Table 22

Lombardo and Eichinger (2014) Competencies Linked to Emotional Intelligence and Learning Agility Not Picked by Researcher's Expert Panel

Competency	Emotional Intelligence	Learning Agility
Listening	x	
Conflict Management	x	x
Dealing with ambiguity	x	x
Patience	x	
Interpersonal savvy	x	
Composure	x	x
Self-knowledge	x	x
Standing alone	x	x
Comfort around higher management	x	
Compassion	x	
Dealing with paradox	x	x
Personal learning	x	x
Approachability	x	
Peer relationships	x	
humor	x	
Learning on the fly		x
Problem solving		x
Perspective		x
Command skills		x
Process management		x
Creativity		x
Political savvy		x
Self-development		x
Organizing		x
Timely decision making		x
Innovation management		x

Researcher's Observations

Old world meets new world. Reflecting back on Fayol's (as cited in Wren & Bedeian, 2009) list of principles, previously shown in Table 1, these early competencies are more closely associated with top-down, dictatorial ways of working, which are less of the norm than in the current working world (Babakus et al., 1996; DeMeuse et al., 2004; Gentry et al., 2008). On Fayol's list are division of work, unity of direction, order, authority, discipline, unity of command, remuneration, centralization, scalar chain, equity, initiative, esprit de corps, subordination of individual interests to the general interest, and stability of personnel's tenure are all very indicative of an authoritarian leader. A comparison of these to the DUET Leadership Competency Model (delivers results, understands others, enhances teams & talent and trust) indicates how leading and the competencies needed to be successful in leading have changed substantially since the early 1900s. Hallenbeck et al. (2006) indicated that the skills leaders needed in the past may not be relevant to the current requirements of the job.

Competencies. Three competencies did not emerge as critical leadership skills in this study, which were *conflict management*, *dealing with ambiguity*, and *creativity*, yet Orr and Sack (2009) indicated conflict management and creativity were untapped strengths. These competencies were in the researcher's study, along with *dealing with ambiguity*, and the researcher thought that these competencies would have made it to the end of the last survey, however they did not. Orr and Sack noted that dealing with ambiguity is a critical leadership skill at the executive level, not at the managerial level. Conflict management and creativity were considered by raters to be leadership skills that matter for the managers, although not necessarily OSMs. Neither of these competencies were listed as highly important in the current study. In fact, creativity was one of 11 competencies in which consensus was not achieved after Round 1.

Furthermore, conflict management was identified as a critical leadership skill at the individual contributor level, yet individual contributors were not skilled in this area (Orr & Sack, 2009). Based on Orr and Sack's research, conflict management is most likely an area that needs cultivation starting at the individual contributor level and moving into the managerial level.

Suggestions for Future Research

More research is still needed in the following seven areas: (a) conduct similar research on critical competencies for successful leaders, but look at these needed skills from a global leader perspective; (b) conduct more empirical research on the behaviors that accompany a competency to decipher which behaviors will drive competency mastery to the highest level; (c) look at different manager roles within different industries to determine if a leader should have a certain list of competencies needed to be successful based on industry; (d) based on the culture of an organization, what type of competencies is most desired for a particular organization; (e) research the competencies needed for the next level of management above the OSM level; (f) identify why the competency ethics and values are increasingly seen as extremely important in managers and individual contributors; and (g) conduct empirical research on competency companions linked to other central traits.

Global leader competencies. Globalization 3.0 has changed the way the world goes to market, which is now via the internet (Friedman, 2007). As many leaders are leading and managing teams across the continent, does managing remote global teams require additional or different competencies?

Behaviors that drive competency mastery. While *understanding others* might be a competency, using a tool such as DiSC or Myers-Briggs personality assessments does not correlate to a person behaving a particular way. Each person still chooses the way he or she will

act. Being able to identify the behaviors that drive a person to gain mastery in an area may be important as individual contributors try to move into a managerial role and as managers want to move up to an executive level. Zenger and Folkman (2009) evaluated the leadership sweet spot and found the original research by Sandholtz and Cutadean that indicated if an individual could define a career-best this would then indicate the areas in which he or she was highly skilled at. A career-best identifies what a person's talent or competencies are, shows what he or she is passionate about, and brings value to an organization (Zenger & Folkman, 2009). If other researchers can find something similar to a career-best that indicates what drives a person to master something new, can this be re-created toward competency mastery? This may be defined through a history of hard work or perhaps a time of sacrifice or a time in which a person had to use great determination to make something happen against the odds.

Competencies for leaders by industry. This research focused on the OSM, but did not focus on critical leadership competencies by industry. Research has indicated that some people may have a boundary-less career (Zenger & Folkman 2009), which allows a person to transfer his or her skills and knowledge to something completely different.

Define competencies for cultures. If company leaders can identify competencies needed for a person to be successful, which in the end makes the company successful, can the company leaders identify the competencies needed to live and survive within the organization based on the company's culture? It is highly recommended to conduct further research using the research of Cameron & Quinn (2011) as it relates to their model of the competing values framework, which out that came the organizational culture assessment instrument (OCAI). In the competing values framework, four different cultures are referenced, they are: clan culture, adhocracy culture, market culture and hierarchy culture (see Figure 12).

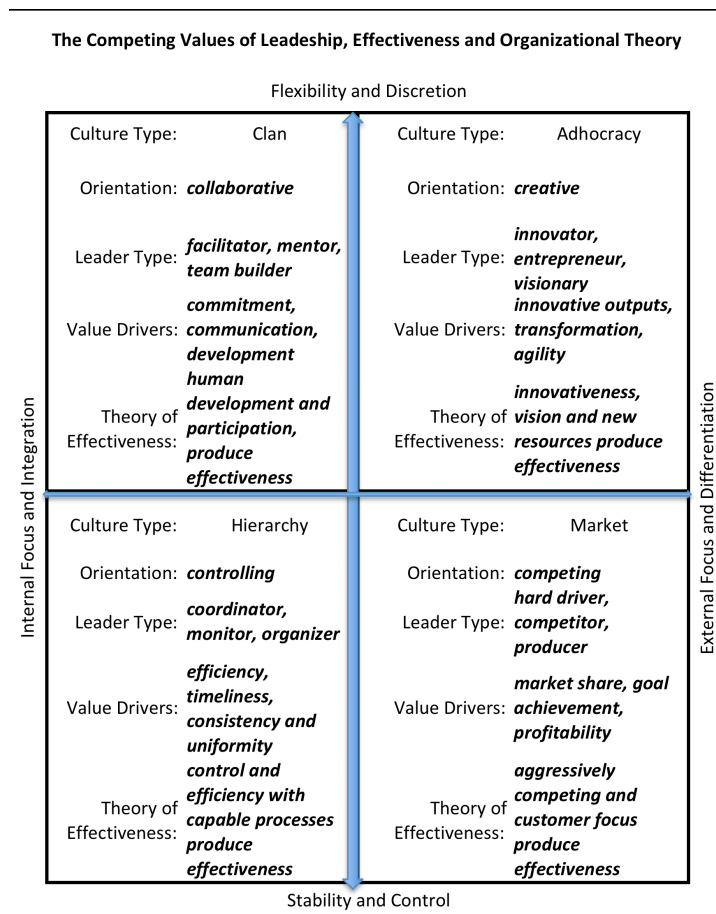


Figure 12. Competing values framework: 4 culture types.

A list of competencies that could be considered price of admission should be discovered based on the four different culture types as listed above in Figure 12.

Identify next-level competencies. Korn Ferry (2014) has identified through research which competencies are lacking in an individual contributor and manager for his or her next upward position. Are these two general categories enough to determine successful competencies for someone's next role? Specifically, what do OSMs need to master to be effective in their next role as vice president of sales or director of sales?

Ethics and values. According to Orr and Sack (2009), "Ethics and values rose 14 spots in rank order of importance at the manager level" (p. 8). Identifying the root cause as to why this

competency has risen steeply in their past research may be valuable. What issues or situations are managers facing today that ethics and values may be presenting itself that needs addressing? Perhaps, identifying a common theme to these issues so that managers can be trained on ahead of time. A recommendation to investigate if risk-taking or decision-making might be valuable training for OSMs.

Competency companions. Identifying behaviors or traits that accompany certain competencies is important to understand and may be a way for leaders to build themselves up or repair their image with others. Being able to identify indirectly which competencies may help strengthen other competencies that are perceived or actually unskilled may help a leader repair a poor image. Good research to use when conducting a 360 for a leader who needs to fix a possible blind spot.

Implications for the Field

Practitioners may find the DUET Leadership Competency Model very useful in their own consulting and training practices. The DUET Leadership Competency Model can be used in a variety of applications to include but not limited to: hiring more effectively, training individual contributors to prepare to become a manager, training OSMs, training the human resource department, using competencies within a particular culture and creating an assessment to determine how strong or weak an OSM is in a particular competency.

Please note, the researcher makes references to a Korn/Ferry workshop that was attended by the researcher, which helped to give some additional perspective on competencies and creating a framework. This is discussed more in depth under Author's Observations at the end of Chapter 5. In the meantime, one reference that needs to be made now with regards to the Korn Ferry workshop was the use of "sort cards." Lominger® distributes sort cards that are index

sized cards that contain information on their own 67-competency model. The process that was used in “sorting” is highly recommended to gain alignment from those who have a understanding about the job role that is being looked at. Some of the implications below suggest using a sort card method. In essence, someone can look at the DUET Leadership Competency Model and the 14 accompanying competencies and do a “sort” or a prioritization to decide what is highly important or least important in the use of the 14 competencies.

Hiring more effectively. Employing the DUET Leadership Competency Model can be used to identify the competencies that an OSM should possess. For organizations that do not use a competency framework, a practitioner can consult with organizations to design a program to use the DUET Leadership Competency Model as the basis of interviewing and hiring OSMs. The work hired for in this scenario would be two projects the consultant would work on.

The first project is to discuss the DUET Leadership Competency Model and a review of the competencies to ensure these are the correct competencies. The use of a “sort” will be necessary to ensure these are the correct competencies for the role. If not, other competencies may need to be considered. The use of other competencies may come down to the culture of the organization, which is another implication discussed further down.

The second project, once the DUET Leadership model has been agreed to, is to train anyone in charge of hiring using this model. This project would include creating questions to use during the interview session itself. The types of questions may vary depending on the interviewing model a company may be using. This practitioner highly recommends using a four step behavioral interview technique. Using this four-step technique will allow the interviewer to ask a question that the applicant will identify a situation, share what the task is, analyze what occurred and share the results. A component of this technique is also to try to relate how the

applicant might use their own findings or experience and translate it into another area, in which they have no experience. This can be an indicator of learning agility.

Training individual contributors. Numerous training workshops can be developed as a method to inspire and develop individual contributors in the competencies to become an OSM. A practitioner can design and develop material based on the four components of the DUET Leadership Model. For example, the cluster called delivers results could be one component of a leadership program. This component would have material that deals with the four competencies in the cluster, which are; managing and measuring work, initiative, determination and drive for results. Interactive role-play sessions could be used to bring these areas to life. The same would be done for the next three clusters; understands others, enhances teams & talent and trust. Since this material would be part of a leadership development program other assessments and tools could be used and weaved into the leadership program. These assessments could be tools such as MBTI® or FIRO-B®. The practitioner would need to be certified to use these tools or would need to hire out for these projects.

Training OSMs. Training workshops can be conducted for OSMs either through public workshops or one organization at a time, depending on the size of the company. The purpose of this training event would be to give additional assistance in areas that an OSM may be deficient in or to use as a refresher. This workshop could be one to four days in length, based on the time commitment a company is willing to use. A one-day workshop could be broken up into four 90-minute segments for a total of six hours of content, which allows time for two breaks and a lunch break. Four segments will allow each category of the DUET Leadership Competency Model to be represented in the training. A four-day workshop can allow for a full-day training in each category of the DUET Leadership Competency Model as well as incorporating hands on training

for each participant to allow for the most learning to stick. The four-day program can be tailored to represent a 2 or 3-day workshop as well.

Training the human resources department. For the organization that has its' own human resource and training department and desires to roll-out a program themselves, a point person can be trained using the DUET Leadership Competency Model. A practitioner can find him or herself very useful in this type of a situation and may be able to command a higher consulting fee for this type of work. It would be advised to create customized content for the organization, using the organizations logos and such on any intellectual property that is being used.

Competing values framework and competencies. Every organization has its' own culture. In general, culture can be described as, "This is how we do things around here." Using the competing values framework of Cameron & Quinn (2011) along with the OCAI the culture of an organization can be determined. Once the culture has been determined a practitioner can look at the DUET Leadership Competency Model and decide how to alter the competencies an OSM may need to possess in order to be effective in a particular culture. In reviewing the researcher's rendition of the competing values framework in Figure 13, one can see some possible competencies that may be important to have in a particular culture.



Figure 13. Competing values framework: researcher's rendition.

In the clan culture, the cluster, increases collaboration may be very important, however, in a market culture, the cluster, impacts results could be more relevant to the market culture.

Creating an assessment. While the aforementioned training could be very beneficial for an OSM and the organization they work in, how will it be determined how skilled they are in the DUET Leadership Competencies? It is for this purpose it is recommended that a practitioner

create an assessment that can be used in a 360 fashion to determine the answer to how skilled the OSM is.

Recommendations for Using the Findings

This section contains recommendations to use the findings from the study. Departments such as sales, human resources and independent consultants or practitioners might benefit from these suggestions.

Using competencies. It is highly recommended for the leaders of any organization that has not yet decided to use some sort of competency framework to do so right away. The literature revealed that more than 75% of U.S.-based organizations are using a competency framework. It is critical to the success of any business to make sure that it hires correctly and for the right competencies. Hiring has a two-pronged approach. The first approach is to hire associates needed to fill current positions and the second is to hire associates to fill the future pipeline of an organization. This may require retraining OSMs or those responsible for the interview process in an organization. An interview process that detects competencies needs to be created or bought. In either case, a process needs to be identified, taught, and rehearsed. If the only time a leader conducts an interview is when a position is open, the leader will not be proficient in interviewing for competencies. Interviewing becomes a skill set and is part of building effective teams. It is highly recommended that organizations use competencies from which to interview for based on the position. Those organizations who do not use competencies may find themselves with less than adequate staffing needs for current and future roles.

Developing others. Pricewaterhouse Coopers (2014) conducted their 17th annual Global CEO Survey, in which it stated, “93% of CEO’s say they recognize the need to change strategies for talent, yet 61% haven’t taken the first step (p. 120). Although the CEOs of many large

corporations see the need to change, they are not making it a part of their talent pipeline strategy (Fernandez- Araoz, 2014). Knowing that leaders may be lacking in particular competencies as noted by Korn Ferry (2014) prior to moving into a managerial role, it is critical that people are being developed before stepping into a new role to have the best possible outcome for success. Realizing the percentage of CEO's who have not even taken the first step to create a strategy to develop their own talent pipeline leaves a large opportunity for consultants and practitioners who are able to deliver training in developing competencies in individuals. Based on the work of Korn Ferry (2014) looking at the competencies that are associated with learning agility are areas that should be cultivated at the individual contributor level.

Author's Observations

This section of Chapter 5 shares three ah-ha moments the researcher had while doing research and conducting the analysis to go along with it. These three areas are noted as; how 22 competencies aligned with other research, the DUET Leadership Model and the findings on competencies as an overused skill.

How the 22 competencies align with other research. After completing the research study, the researcher had an opportunity to attend a Korn Ferry Leadership Architect ® four day workshop. During this workshop the researcher learned about the 67 Lominger competencies framework more in-depth. While these 67 competencies have been heavily researched, a part of the workshop entailed looking at which of the 67 competencies are necessary for a particular job role. During the workshop, one activity involved placing the 67 competencies into three groups for a particular job role. These three groups were titled; most important, neutral, and least important. The directions included placing 22 competencies into the most important category, 23 into the neutral category and 22 in the least important category. Based on the research of Korn

Ferry, the company believes 22 competencies is the number of competencies that should be used for any particular job role. It is at this juncture that this researcher found an ah-ha moment. The research of the DUET Leadership Competency Model in the third and final round had 22 competencies that gained consensus. It seems ironic that out of this research 22 competencies rose to the top, which is the same number of competencies that Korn Ferry suggests to use.

While not all authors agree that 22 is the number of competencies that should be used for a job role. Originally, while this researcher found during the literature review process, many authors felt that 10-15 competencies were sufficient to use for a particular job role. It was for this reason this researcher eliminated eight competencies from the original list of 22. These eight competencies were eliminated due to redundancy.

The DUET Leadership Model and resonant leadership. The researcher chose to name the competency model, The DUET Leadership Model. Using the name DUET implies a relationship or performance between two people. The DUET Leadership Model is a leadership competency model that aims to have a positive impact on another individual or an organization when used appropriately. The positive impact should be looked at as resonant leadership. In creating resonance, the leader has a positive emotional pitch on those around him or her (Goleman, D., Boyatzis, R., & McKee, 2004).

Competencies as overused skill. While it should be noted Korn Ferry has a belief that the 67 Lominger competencies are seen in three ways. These uses are either a competency that a person is 1) skilled in; 2) unskilled in; or 3) as an overused skill. The overused skill can be described as a skill that has just too much of it, similar to an ingredient in a recipe that may have too much salt. One can almost instantly say, this has too much salt and due to an overuse of salt the recipe may not be as tasty to some. The same can be said of an overused skill as well. This

becomes one belief. The other belief or “camp” is the camp of not seeing skills as being overused. This is the belief of Folkman & Zenger. The point of this observation here is not to debate which camp is right or better, rather to show other practitioner’s that these two camps indeed exist. It might be prudent of a practitioner to research these two varying view points, then become familiar with both views and decide which view they may decide to use, if any in their own practice.

Summary

As mentioned in Chapter two, over 100 years ago, Frederick Taylor’s idea of management needed to ensure the maximum success for a company was by people being their best to produce the highest output by volume. While the big research is still young in “management and leadership development” the research continues to evolve and is continually updated (Lombardo and Eichinger, 2014, p. 13). From Taylor to Fayol and more recently Lombardo and Eichinger there are many people who are dedicated to identifying what competencies are needed for the success of an organization and its’ people. Malcolm Forbes noted, “Successful business operations come down to three basic principles: People, Product, Profit” (as cited in Cashman, 2008, p. 23). It is not a matter of old-world meeting new world any longer; is it now more important that the new world meets the future. Leaders need to determine the competencies that the workforce will need in 5-10 years. Otherwise, by the time new competencies are identified as lacking, it could be too late for an organization to have a competitive edge (Hallenbeck et al., 2006).

Traditionally, sales people have been promoted into sales management positions, strictly due to their success as a sales person. This assumption of if the person can do Job A than he or she can do Job B (Deeter-Schmelz et al., 2002). Rather than using this approach, what should be

considered are the competencies needed at each position. The competencies as a sales person or individual contributor are different than those of an outside sales manager. If the salesperson does not possess these competencies, then the development process must begin now and not after the person has been promoted to OSM. This process requires forethought and planning, as well as time and effort, by the organization.

Demographics, specifically gender should be looked at in the future to ensure that women are being equally developed into management and leadership roles. Reasons as to what is causing the imbalance between men and women should be identified. If the reasons are a lack of competencies that are needed to enter a senior role, then women should be given or take the opportunity to enhance their competency in the needed areas.

In addition, looking at competencies that are associated with emotional intelligence and learning agility should be an area that hiring managers do put into their consideration set when hiring. It should be noted that competencies highly correlated to emotional intelligence and learning agility, based on the research of Korn Ferry, does not mean that a person has high emotional intelligence or high learning agility.

Based on the literature, the researcher believes the success of an organization is determined by the talent within the organization and the competencies they possess, which was supported by other authors (Drucker, 1992; Lombardo and Eichinger, 2014; Orr & Sack, 2009; Prahalad & Hamel, 1990). The process of finding talent starts when a new associate is being interviewed all the way to the succession planning process. Interviewers are trying to determine which competencies a prospective new hire has already acquired and which critical leadership skills her or she needs to develop or who is ready to be promoted to the next level based on the competencies acquired thus far. Since it has been shown in a previous Aberdeen Group Study

that the middle-management level of management takes approximately 29 months to develop into the next level, it is important to identify the competencies that are needed for the next level, before taking on the next level. This will allow for a smoother transition and should allow the individual to be more successful in his or her new position. In closing, the DUET Leadership Competency Model is being presented as the competency framework to use for what an outside sales manager will need to be successful as an individual and to make their organization successful as well.

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APPENDIX A

Application for Waiver or Alteration of Informed Consent Procedures

Date: February 13, 2014

IRB Application/Protocol #:

Principal Investigator: Christie Cooper

School/Unit: Faculty Staff Student Other
 GSBM GSEP Seaver SOL SPP
 Administration Other:

Street Address: [REDACTED]
 City: Yorba Linda State: CA Zip Code: [REDACTED]
 Telephone (work): [REDACTED] Telephone (home): [REDACTED]
 Email Address: [REDACTED]

Faculty Supervisor: **Farzin Madjidi** (if applicable)

School/Unit: GSBM GSEP Seaver SOL SPP
 Administration Other:

Telephone (work): ([REDACTED])
 Email Address: [REDACTED]
 Is the Faculty Supervisor Review Form Attached? Yes No N/A

Project Title: Leadership Competencies for Outside Sales Managers in the For-Profit Sector: A Delphi Study

Type of Project (Check all that apply):

Dissertation Thesis
 Undergraduate Research Independent Study
 Classroom Project Faculty Research
 Other:

Has the investigator completed education on research with human subjects?

Yes No N/A

If applicable, attach certification forms to this application.

Informed consent of the subject is one of the fundamental principles of ethical research for human subjects. Informed consent also is mandated by Federal regulations ([45 CFR 46](#)) and University policy for research with human subjects. An investigator should seek a waiver of written or verbal informed consent, or required elements thereof, only under compelling circumstances.

SECTION A

Check the appropriate boxes regarding your application for waiver or alteration of informed consent procedures.

Requesting Waiver or Alteration of the Informed Consent Process
 Requesting Waiver of Documentation of Informed Consent

If you are requesting a waiver or alteration of the informed consent process, complete Section B of the application.

If you are requesting a waiver of documentation of informed consent, complete Section C of the application.

Section B

Request for Waiver or Alteration of the Informed Consent Process - 45 CFR 46.116(c) & 45 CFR 46.111(d)

Under certain circumstances, the IRB may approve a consent procedure which does not include, or which alters, some or all of the elements of informed consent, or the IRB may waive the requirements to obtain informed consent. The following questions are designed to guide the decision making of the investigator and the IRB. Check your answer to each question.

- YES NO B.1. Will the proposed research or demonstration project be conducted by or subject to the approval of state or local government officials. **{45 CFR 46.116(c)(1)}**

Comments:

If you answered no to question B.1, skip to question B.3.

- YES NO B.2. Is the proposed project designed to study, evaluate, or otherwise examine:
- (i) public benefit or service programs;
 - (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs **{45 CFR 46.116(c)(1)}**

Comments:

If you answered yes to questions B.1 and B.2, skip to question B.6.

- YES NO B.3. Will the proposed research involve greater than minimal risk? (*Minimal risk is defined as the probability and magnitude of harm or discomfort anticipated in the research which are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.*) **{45 CFR 46.116(d)(1)}**

Comments:

- YES NO B.4. Will waiving or altering the informed consent process adversely affect the rights and welfare of the subjects? **{45 CFR 46.116(d)(2)}**

Comments:

- YES NO B.5. Will pertinent information regarding the research be provided to the subjects later, if appropriate? **{45 CFR 46.116(d)(4)}**

Comments:

- YES NO B.6. Is it practicable to conduct the research without the waiver or alteration? ("Practicable" is not an inconvenience or increase in time or expense to the investigator or investigation, rather it is for instances in which the additional cost would make the research prohibitively expensive or where the identification and contact of thousands of potential subjects, while not impossible, may not be feasible for the anticipated results of the study.) {45 CFR 46.116(d)(3)}
- Comments:

Waiver or alteration of the informed consent process is only allowable if:

- **The answer to questions B.1 and B.2 are yes and the answer to question B.6 is no, OR**
- **The answers to question B.1 is no, B.3 is no, B.4 is no, B.5 is yes, and B.6 is no.**

If your application meets the conditions for waiver or alteration of the informed consent process, provide the following information for IRB review.

- A brief explanation of your experimental protocol in support of your answers to questions B.1 - B.6.
- Identify which elements of consent will be altered or omitted, and provide justification for the alteration.
- The risks involved in the proposed research and why the research presents no more than minimal risk to the subject.
- Describe how the waiver or alteration of consent will not adversely affect the rights, including the privacy rights, and the welfare of the individual.
- Define the plan, where appropriate, to provide individuals with additional pertinent information after participation.
- Explain why the research could not practicably be conducted without the waiver or alteration.
- Other information, as required, in support of your answers to questions B.1 - B.6.

SECTION C

Request for Waiver of Documentation of Informed Consent - 45 CFR 46.117(c)

An IRB may waive the requirement for the investigator to obtain a signed consent form for some or all of the subjects. The following questions are designed to guide the decision making of the investigator and the IRB regarding this topic. Circle your answer to each question.

- x YES NO C.1. Was informed consent waived in Section B of this application? If yes, skip Section C, documentation of informed consent if not applicable.
- YES x NO C.2. Does the proposed research project qualify for alteration of the informed consent process under Section B of this application?
- Comments:

X YES NO C.3. The consent document is the only record linking the subject and the research, and the principal risk is potential harm resulting from a breach of confidentiality. **{45 CFR 46.117(c)(1)}**

Comments:

X YES NO C.4. The research presents no more than minimal risk of harm to subjects and involves no procedures for which written consent is normally required outside the research context. **{45 CFR 46.117(c)(2)}** *(Minimal risk is defined as the probability and magnitude of harm or discomfort anticipated in the research which are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.)*

Comments:

Waiver of documentation of the informed consent is only allowable if:

- ***The answer to question C.1 is yes, OR***
- ***The answer to questions C.1 is no and the answer to either question C.3 or C.4 is yes.***

If your application meets the conditions for waiver of documentation of informed consent, provide the following additional information, supplementing the material provided in Part C of this application, for IRB review.

- How the consent document is the only record linking the subject to the research.
- How the principal risk to the subject is the potential harm from a breach of confidentiality.
- Why, if performed outside the research context, written consent is not normally required for the proposed experimental procedures.

If the IRB approves a Waiver of Documentation of Informed Consent, the investigator must:

- Ask each participant if he or she wants documentation linking the participant with the research (i.e., wishes to complete an informed consent form). The participant's wishes will govern whether informed consent is documented. **{45 CFR 46.117(c)(1)}**

AND

- At the direction of the IRB, provide participants with a written statement regarding the research.
{45 CFR 46.117(c)}

APPENDIX B

Institutional Review Board Approval

PEPPERDINE UNIVERSITY

Graduate & Professional Schools Institutional Review Board

April 14, 2014

Christie Cooper

Protocol #: E0214D05

Project Title: Leadership Competencies for Outside Sales Managers in the For-Profit Section: A Delphi Study

Dear Ms. Cooper:

Thank you for submitting your application, Leadership Competencies for Outside Sales Managers in the For-Profit Section: A Delphi Study, for exempt review to Pepperdine University's Graduate and Professional Schools Institutional Review Board (GPS IRB). The IRB appreciates the work you and your faculty advisor, Dr. Madjidi, have done on the proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations (45 CFR 46 - <http://www.nihtraining.com/ohsrsite/guidelines/45cfr46.html>) that govern the protections of human subjects. Specifically, section 45 CFR 46.101(b)(2) states:

(b) Unless otherwise required by Department or Agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:

Category (2) of 45 CFR 46.101, research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: a) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit a **Request for Modification Form** to the GPS IRB. Because your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the GPS IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the GPS IRB as soon as possible. We will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the GPS IRB and the appropriate form to be used to report this information can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* (see link to "policy material" at <http://www.pepperdine.edu/irb/graduate/>).

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval. Should you have additional questions, please contact Kevin Collins, Manager of the

6100 Center Drive, Los Angeles, California 90045 ▪ 310-568-5600

Institutional Review Board (IRB) at gpsirb@pepperdine.edu. On behalf of the GPS IRB, I wish you success in this scholarly pursuit.

Sincerely,



Thema Bryant-Davis, Ph.D.
Chair, Graduate and Professional Schools IRB

cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives
Mr. Brett Leach, Compliance Attorney
Dr. Dr. Madjidi, Faculty Advisor

APPENDIX C

E-mail Script: Initial Contact About the Study

Hello, I am inquiring if you would be interested in participating as an expert panelist in a voluntary research study to explore the personal, leadership and managerial competencies needed for outside sales manager's in today's society. An outside sales manager (OSM) is defined as a director of sales, district manager, or regional manager. This position is responsible for the development of a team, executing plans, and achieving goals and quotas. The OSM position should not be confused with the outside sales person's job responsibilities.

This study is conducted in partial fulfillment of the requirements for the degree of Doctor of Education in Organizational Leadership at Pepperdine University.

The results of the study can be used to develop job descriptions, which include the competencies needed for successful outside sales managers in order to perform their job effectively. As an expert panelist you can receive benefits from this study as you will be given the results of the research, which includes the list of competencies that are being deemed as competencies needed for successful outside sales managers. This list can be used in your own organizations if you choose in the future. Potential risks as a participant are expected to be minimal for factors such as boredom, fatigue, and the normal experience of completing a survey. As an expert panelist your information will be kept confidential as the researcher will keep track on a spreadsheet (Appendix M) the list of names of the panelists who agreed to participate, however when completing and submitting a survey this is anonymous to all, including the researcher. This information will be kept on the researchers computer, which is password protected,

As an expert panelist, it is required that you have a minimum of five years managing

others with a title of outside sales manager, director of sales, VP of sales, Regional Manager, District Manager or similar. As an expert panelist your participation will be anonymous – the other panelists will not know who you are. Your class standing, grades or job status will not be affected by refusal to participate or by withdrawal from the study. Your participation will require taking a survey on three separate occasions within 1-2 weeks of each other. If a survey is not completed within one week a reminder email will go out (Appendix L) requesting the panelist take the survey within 3 days. If there is still no response a second reminder email will go out on the 5th day again requesting the panelist take the survey. If there is no response within 3 days, the researcher will continue on with the survey as long as the minimum of 8 panelists has taken the survey.

The study employs a Delphi technique, in which an initial list of competencies obtained through an exhaustive search of the research literature is compiled. Each competency's definition is also presented. You will be asked to indicate the degree to which you believe each competency is important to the success of Outside Sales Managers. Your input will be used to reduce the list of the competencies by eliminating those items that are deemed *least important*, *neither important or unimportant* or *somewhat unimportant* on the scale provided. A new survey containing the remaining items will be developed and sent to you for additional rounds of analysis. This process will continue until consensus among the panel members is achieved. It is believed that consensus is typically achieved in approximately 3 rounds of analysis. The first survey will be the longest, approximately 30 minutes and each subsequent survey will take considerably less time, approximately 10-15 minutes, as the list of competencies becomes smaller. An electronic link to the survey will be emailed to you in each round.

Would you like to participate in this research study? If so, I will include an informed consent form at the beginning of the first survey. This portion of the survey will occur only once and will take approximately 3-5 minutes to read and electronically sign.

Thank You,

Christie Cooper

Doctoral Candidate

Pepperdine University

APPENDIX D

Letter to Panelists for First Survey

[today's date]

Dear Prospective Panelist,

Thank you for agreeing to be an expert panelist in my doctoral research study to determine the competencies needed for outside sales managers. This first survey will be the lengthiest and most comprehensive and thus requiring the most time out of the three surveys.

As a reminder: An outside sales manager (OSM) is defined as a director of sales, district manager, or regional manager. This position is responsible for the development of a team, executing plans, and achieving goals and quotas. The OSM position should not be confused with the outside sales person's job responsibilities.

The results of the study can be used to develop job descriptions, which include the competencies needed for successful outside sales managers in order to perform their job effectively. As an expert panelist you can receive benefits from this study as you will be given the results of the research, which includes the list of competencies that are being deemed as competencies needed for successful outside sales managers. This list can be used in your own organizations if you choose in the future. Potential risks as a participant are expected to be minimal for factors such as boredom, fatigue, and the normal experience of completing a survey.

As an expert panelist, it is required that you have a minimum of five years managing others with a title of outside sales manager, director of sales, VP of sales, Regional Manager, District Manager or similar. As an expert panelist your participation will be anonymous – the other panelists will not know who you are. Your participation will require taking a survey on three separate occasions. If a survey is not completed within five days a reminder email will go

out requesting the panelist take the survey within 3 days. If there is no response within 3 days, the researcher will continue on with the survey as long as the minimum of 7 panelists has taken the survey. Therefore, your feedback may not be used if you do not participate in a particular survey. You will be sent subsequent surveys for input, unless you specify you do not wish to participate in the study any longer.

Please use the link below to take this first survey. It is estimated to take 30 minutes to complete. Please have your responses submitted within 5 days of receiving the survey.

<https://www.surveymonkey.com/s/Leadership-Study>

If you have any questions please feel free to call me. As a reminder your responses are anonymous and you may withdraw out of the study at any time without affecting your relationship with me, Pepperdine University or any other entity.

Sincerely,

Christie Cooper

Doctoral Candidate

Pepperdine University

APPENDIX E

Round One Survey

Competencies Needed 1

Dear Expert Panelist,

Thank you for agreeing to be an expert panelist in my doctoral research study to determine the competencies needed for outside sales managers. This first survey will be the lengthiest and most comprehensive and thus requiring the most time out of the three surveys.

As a reminder: An outside sales manager (OSM) is defined as a director of sales, district manager, or regional manager. This position is responsible for the development of a team, executing plans, and achieving goals and quotas. The OSM position should not be confused with the outside sales person's job responsibilities.

The results of the study can be used to develop job descriptions, which include the competencies needed for successful outside sales managers in order to perform their job effectively. As an expert panelist you can receive benefits from this study as you will be given the results of the research, which includes the list of competencies that are being deemed as competencies needed for successful outside sales managers. This list can be used in your own organizations if you choose in the future. Potential risks as a participant are expected to be minimal for factors such as boredom, fatigue, and the normal experience of completing a survey.

As an expert panelist, it is required that you have a minimum of five years managing others with a title of outside sales manager, director of sales, VP of sales, Regional Manager, District Manager or similar. As an expert panelist your participation will be anonymous – the other panelists will not know who you are. Your participation will require taking a survey on three separate occasions. If a survey is not completed within two weeks a reminder email will go out requesting the panelist take the survey within 3 days. If there is still no response a second reminder email will go out on the 5th day again requesting the panelist take the survey. If there is no response within 3 days, the researcher will continue on with the survey as long as the minimum of 8 panelists has taken the survey. Therefore, your feedback may not be used if you do not participate in a particular survey. You will be sent subsequent surveys for input, unless you specify you do not wish to participate in the study any longer.

It is estimated the first survey will take 30 minutes to complete. Please have your responses submitted within 5 days of receiving the survey. This first survey is the longest. I appreciate your time and consideration in completing this.

If you have any questions please feel free to call me. As a reminder your responses are anonymous to other panelists and you may withdraw out of the study at any time without affecting your relationship with me, Pepperdine University or any other entity.

Sincerely,
Christie Cooper
Doctoral Candidate
Pepperdine University

1. I agree to permit the researcher to use my name, professional affiliation and company name. I understand my individual responses will not be associated with my name or company and results will only be presented in aggregate form.

- Yes
 No

2. I agree to permit the researcher to refer to me only by a pseudonym form from a "store owner/distributor/manufacture/OSM/or a number such as #1" (e.g. Mr. Smith owner of a store). I understand my identity and the name of my organization will be kept confidential at all times.

- Yes
 No

Competencies Needed 1

3. I agree to permit the researcher to use my name and professional affiliation fully for further publication or research in the future.

Yes

No

Competencies Needed 1

4. I have at least 5 years experience in hiring the OSM level - in other words you were a manager hiring other managers.

Yes

No

5. What is your gender?

Female

Male

Prefer not to say

Competencies Needed 1

childlike behavior

17. Intellectual maturity- manager has mental horsepower to make appropriate decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Entrepreneurial maturity- manager seeks opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. On-the-job maturity- manager is well versed in his/her job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Accurate self-assessment- manager is aware of his/her areas of strengths and opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Memory - manager has good recall of situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Logical thought- manager is not irrational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Positive regard- manager is seen and viewed well in the organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Conceptualization- manager can initiate new ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Proactivity- manager acts now	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Managing group process- manager can maintain order and assembly of groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Self-control- manager can temper unnecessary emotions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Concern with close relationships- manager sees the importance of getting along well with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Efficiency orientation perceptual objectivity - manager seeks to get rid of excess waste	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Self-confidence- manager is confident in his/her ability to get the job done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Use of socialized power- manager can use his/her relationships in a beneficial way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Managing group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Competencies Needed 1

Competencies

6. Please review the 172 competencies below and rate them according to how strongly you feel about the importance that an Outside Sales Manager, Regional Manager, District Manager or Director of Sales should possess.

	least important	somewhat important	neither important or unimportant	important	very important
1. Division of work - manager seeks to divide work equally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Unity of direction- manager seeks to have all workers working for the same shared outcome	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Order- manager maintains an orderly-like environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Authority- manager is seen as the main figure head	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Discipline- manager uses this when necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Unity of command- manager maintain control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Remuneration- manager sees that workers are paid fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Centralization- manager makes the decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Scalar chain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Equity- manager seeks this in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Initiative- manager is proactive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Esprit de corps- manager maintains a team spirit environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Subordination of individual interests to the general interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Stability of tenure of personnel- manager does not have much turnover	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Specialized knowledge- manager has knowledge in his/her area of working	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Interpersonal maturity- manager does not display	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Competencies Needed 1

process- manager can maintain order and assembly of subordinates

33. Stamina and adaptability- manager can go the distance and is flexible to the needs of the business and people

34. Use of unilateral power- manager's ability to use resources across functions

35. Specialized knowledge- manager has technical expertise in a specific area

36. Use of oral presentations- manager makes professional presentations that are effective

37. Spontaneity- manager uses their freedom to get tasks done

38. Honest- manager is seen as trustworthy

39. Forward-looking- manager handles change well

40. Inspiring- manager is seen as a role model to others

41. Competent- manager has technical, functional and interpersonal skills

42. Intelligent- uses his/her mental acuity well

43. Fair-minded- manager is free from making assumptions in the handling of people and situations

44. Straightforward- manager has managerial courage to speak up

45. Broad-minded- open to diverse views

46. Supportive- helps others when needed not just asked

47. Dependable- around when needed

48. Cooperative- gets along well with others

Competencies Needed 1

49. Courageous- makes tough decisions and takes a tough stance when necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Determined- will power to see projects through	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Caring- can empathize with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Imaginative- has creative ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Mature- makes solid decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Ambitious- is results driven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Loyal- puts company first	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Self-controlled- can manage one's emotions well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Independent- can work effectively alone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Displaying high integrity & honesty- can be counted on to do the right thing when no one is around	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Technical & professional expertise- has job competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. Solving problems & analyzing issues- can identify areas of opportunities and make a fix	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. Innovation- has creative ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. Practicing self-development- seeks to improve his or her learning continually	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. Focus on results- is driven to accomplish goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Establish stretch goals- sets goals that can enable more growth for their organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. Take responsibility for outcomes- does not pass blame	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. Communicating powerfully- can get his/her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Competencies Needed 1

point across well					
67. Inspiring & motivating others- others look up to him/her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. Building relationships- makes effective connections internally and externally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. Developing others- seeks to build the talent pipeline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. Collaboration & teamwork- seeks the input of others and creates cohesion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. Developing strategic- sets goals based on the marketplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. Championing change- can lead the lead in areas of ambiguity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. Connect internal groups to the outside world - is seen as a good will ambassador	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. Perspective- has good insights that others can utilize	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. Talk straight- does not beat around the bush in providing feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. Demonstrate respect- treats others with dignity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. Create transparency- does not withhold information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. Right wrongs- seeks to apologize and make situations better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79. Show loyalty- puts company first	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. Deliver results- accomplishes goals that were set out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81. Get better- seeks continual learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82. Confront reality- address issues that need to be addressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. Clarify expectations- lets others know what is expected of his person on the team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Competencies Needed 1

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74. Perspective- has good insights that others can utilize	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. Talk straight- does not beat around the bush in providing feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. Demonstrate respect- treats others with dignity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. Create transparency- does not withhold information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. Right wrongs- seeks to apologize and make situations better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79. Show loyalty- puts company first	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. Deliver results- accomplishes goals that were set out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81. Get better- seeks continual learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82. Confront reality- address issues that need to be addressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. Clarify expectations- lets others know what is expected of his person on the team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Competencies Needed 1

84. Practice accountability- walks the talk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85. Listen first- does not jump to conclusions - will let the other party speak first without interruption	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86. Keep commitments- follow through on promises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87. Extend trust- gives trust readily without making people first earn it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88. Intensity- is goal driven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89. Time dimension- manages time well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90. Depth of understanding others- is able to make good judgments about other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
91. Focus on needs- is not seen as selfish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92. Actions taken- puts plan (s) in place to accomplish goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93. Depth of understanding organization- is well versed in how the company operates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
94. Completeness of developmental plan- sets a goal to improve oneself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
95. Complexity of analysis- grasps complex issues and is able to make a diagnosis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
96. Originality of concepts- has fresh ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
97. Self motivation- works well independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
98. Listening to others- does not interrupt, lets the other person speak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
99. Discretionary effort to help others- supports others without their expressed need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
100. Breadth or network of influence- is seen as being able to convince others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
101. Rank of people directed- has people that once worked for them that have been promoted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Competencies Needed 1

102. Degree of innovation- makes continual contributions to the innovation pipeline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
103. Closeness of relationships built- has a variety of networks internally and externally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
104. Strength of the leadership role- is seen as a leader without coercion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
105. Technical knowledge- has expert knowledge in their area of needed expertise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
106. Intensity of fostering teamwork- understands group dynamics and is able to get the most out of teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
107. Action oriented- set goals and achieves them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
108. Dealing with ambiguity- can deal with "things up in the air" well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
109. Approachability- others feel comfortable coming up and interacting with this manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
110. Boss relationships- manages "up" well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
111. Business acumen- maintains a professional image	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
112. Career ambition- seeks advancement in the organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
113. Caring about direct reports- can empathize with others well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
114. Comfort around higher management- is seen as comfortable "in their own skin" around upper management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
115. Command skills- takes authority when needed in an effective manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
116. Compassion- is tender hearted in the appropriate situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
117. Composure- can manage one's emotions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Competencies Needed 1

well					
118. Conflict management - seeks to identify issues and gain a mutual resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
119. Confronting direct reports- gives feedback when needed, even under tough circumstances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
120. Creativity- has unique and fresh ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
121. Customer focus- seeks to understand the customers needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
122. Timely decision making- can make good decisions with limited information time and time again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
123. Decision quality- consistently chooses the right outcome	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
124. Delegation- does not micromanage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
125. Developing others- seeks to build their own talent pipeline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
126. Managing diversity- ensures that all types are respected	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
127. Ethics and values- sees the difference between right and wrong and makes the appropriate choice in the right situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
128. Fairness to direct reports- does not play favorites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
129. Functional/technical skills- is expert in areas that are appropriate to his/her function	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
130. Hiring and staffing- has a full team always	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
131. Humor- uses humor appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
132. Informing- gets information and shares it with the appropriate parties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
133. Innovation management- seeks to find new ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Competencies Needed 1

134. Integrity and trust- can be counted on at all times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
135. Intellectual horsepower- can see the broad picture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
136 Interpersonal savvy- understands self and others well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
137. Learning on the fly- learns quickly in all circumstances with little assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
138. Listening- hear the others persons point of view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
139. Managerial courage- takes a tough stance when necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
140. Managing and measuring work- hold others accountable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
141. Motivating others- can inspire others to march on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
142. Negotiating- seeks a win/win solution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
143. Organizational agility- knows how to get things done in and around the organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
144. Organizing- can assemble people well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
145. Dealing with paradox- handles change well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
146. Patience- is even tempered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
147. Peer relationships- gets along and is respected by others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
148. Perseverance- does not give up easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
149. Personal disclosure- shares of oneself to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
150. Personal learning- seeks continual improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
151. Perspective- can see a wide variety of view points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
152. Planning- plans effectively to accomplish goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
153. Political savvy- is able to get things done in the	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Competencies Needed 1

organization					
154. Presentation skills- makes effective presentations well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
155. Priority setting- can sort through what is important and what is not	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
156. Problem solving-finds effective outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
157. Process management- can management the sequence well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
158. Drive for results- set goals and is able to accomplish them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
159. Self-development- seeks continual self-improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
160. Self knowledge- is self-aware	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
161. Sizing up people- can read others well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
162. Standing alone- is not afraid to take a stance alone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
163. Strategic agility - can makes plans based on the environment and make changes quickly when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
164. Managing through systems- does not micro-manage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
165. Building effective teams- ensures that direct reports are capable of producing results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
166. Technical learning- has adequate learning in a specified area based on his/her position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
167. Time management- uses the time in the day effectively without being wasteful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
168. TQM/Re-engineering- seeks to develop when necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
169. Understanding others- has good social awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
170. Managing vision and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Competencies Needed 1

purpose- understands the company vision and sees that others act upon it as well

171. Work/life balance- has a healthy lifestyle that does not teeter towards one end too heavily

172 Written communications- has effective and gramatically correct writing skills

Thank you for taking the time to complete this survey. This first survey is the longest the next two will be substantially shorter. Your participation in this survey is helping me achieve my goal. I greatly appreciate your time and consideration in doing this!

APPENDIX F

Reminder Letter to Panelists If No Response After 5 Days

[today's date]

Dear Panelist,

Thank you for your participation in my study to this point. Your feedback is valued and necessary for the continuation of this research. As of now you have not shared your opinion by taking the survey. I am requesting that you do so in the next 3 days. You may contact me at my email [REDACTED] if there is a reason you cannot continue in the study or with this next survey. Again, your participation is voluntary and you may end your participation at any time.

Your participation and feedback are highly valued in this study. Thank you in advance for taking this survey so that the study can continue.

Regards,

Christie Cooper

Doctoral Candidate

Pepperdine University

APPENDIX G

List of 172 Competencies

Competency Name	Least Important	Somewhat Unimportant	Neither important nor unimportant	Somewhat Important	Most Important	source
division of work - manager seeks to divide work equally						Fayol (as cited in Wren & Bedeian, 2009)
unity of direction- manager seeks to have all workers working for the same shared outcome						
order- manager maintains an orderly-like environment						
authority- manager is seen as the main figure head						
discipline- manager uses this when necessary						
unity of command- manager maintain control						
remuneration- manager sees that workers are paid fairly						
centralization- manager makes the decisions						
scalar chain						
equity- manager seeks this in the workplace						
initiative- manager is proactive						
spirit de corps- manager maintains a team spirit environment						
subordination of individual interests to the general interest						
stability of tenure of personnel- manager does not have much turnover						American Management Association (as cited in Rothwell & Kindholm, 1999)
specialized knowledge- manager has knowledge in his/her area of working						
interpersonal maturity- manager does not display childlike behavior						
intellectual maturity- manager has mental horsepower to make appropriate decisions						
entrepreneurial maturity- manager seeks opportunitites						
on-the-job maturity- manager is well versed in his/her job						Boyatzis (1982)
accurate self-assessment- manager is aware of his/her areas of strengths and opportunities						
memory - manager has good recall of situations						
logical thought- manager is not irrational						
positive regard- manager is seen and viewed well in the organization						
conceptualization- manager can initiate new ideas						
proactivity- manager acts now						
managing group process- manager can maintain order and assembly of groups						

(continued)

Competency Name	Least Important	Somewhat Unimportant	Neither important nor unimportant	Somewhat Important	Most Important	source
self-control- manager can temper unnecessary emotions						
concern with close relationships- manager sees the importance of getting along well with others						
efficiency orientation perceptual objectivity - manager seeks to get rid of excess waste						
self-confidence- manager is confident in his/her ability to get the job done						
use of socialized power- manager can use his/her relationships in a beneficial way						
managing group process- manager can maintain order and assembly of subordinates						
stamina and adaptability- manager can go the distance and is flexible to the needs of the business and people						
use of unilateral power- manager's ability to use resources across functions						
specialized knowledge- manager has technical expertise in a specific area						
use or oral presentations- manager makes professional presentations that are effective						
spontaneity- manager uses their freedom to get tasks done						
honest- manager is seen as trustworthy						Kouzes & Posner (2007)
forward-looking- manager handles change well						
inspiring- manager is seen as a role model to others						
competent- manager has technical, functional and interpersonal skills						
intelligent- uses his/her mental acuity well						
fair-minded- manager is free from making assumptions in the handling of people and situations						
straightforward- manager has managerial courage to speak up						
broad-minded- open to diverse views						
supportive- helps others when needed not just asked						
dependable- around when needed						
cooperative- gets along well with others						
courageous- makes tough decisions and takes a tough stance when necessary						
determined- will power to see projects through						
caring- can empathize with others						
imaginative- has creative ideas						
mature- makes solid decisions						
ambitious- is results driven						
loyal- puts company first						
self-controlled- can manage one's emotions well						
independent- can work effectively alone						

(continued)

Competency Name	Least Important	Somewhat Unimportant	Neither important nor unimportant	Somewhat Important	Most Important	source
displaying high integrity & honesty- can be counted on to do the right thing when no one is around						Zenger & Folkman (2009)
technical & professional expertise- has job competence						
solving problems & analyzing issues- can identify areas of opportunities and make a fix						
innovation- has creative ideas						
practicing self-development- seeks to improve his or her learning continually						
focus on results- is driven to accomplish goals						
establish stretch goals- sets goals that can enable more growth for their organization						
take responsibility for outcomes- does not pass blame						
communicating powerfully- can get his/her point across well						
inspiring & motivating others- others look up to him/her						
building relationships- makes effective connections internally and externally						
developing others- seeks to build the talent pipeline						
collaboration & teamwork- seeks the input of others and creates cohesion						
developing strategic- sets goals based on the marketplace						
championing change- can lead the lead in areas of ambiguity						
connect internal groups to the outside world - is seen as a good will ambassador						
perspective- has good insights that others can utilize						
talk straight- does not beat around the bush in providing feedback						Covey (2009)
demonstrate respect- treats others with dignity						
create transparency- does not withhold information						
right wrongs- seeks to apologize and make situations better						
show loyalty- puts company first						
deliver results- accomplishes goals that were set out						
get better- seeks continual learning						
confront reality- address issues that need to be addressed						
clarify expectations- lets others know what is expected of his person on the team						
practice accountability- walks the talk						
listen first- does not jump to conclusions - will let the other party speak first without interruption						

(continued)

Competency Name	Least Important	Somewhat Unimportant	Neither important nor unimportant	Somewhat Important	Most Important	source
keep commitments- follow through on promises						
extend trust- gives trust readily without making people first earn it						
intensity- is goal driven						Spencer & Spencer (1993)
time dimension- manages time well						
depth of understanding others- is able to make good judgments about other people						
focus on needs- is not seen as selfish						
actions taken- puts plan(s) in place to accomplish goals						
depth of understanding organization- is well versed in how the company operates						
completeness of developmental plan- sets a goal to improve oneself						
complexity of analysis- grasps complex issues and is able to make a diagnosis						
originality of concepts- has fresh ideas						
self motivation- works well independently						
listening to others- does not interrupt, lets the other person speak						
discretionary effort to help others- supports others without their expressed need						
breadth or network of influence- is seen as being able to convince others						
rank of people directed- has people that once worked for them that have been promoted						
degree of innovation- makes continual contributions to the innovation pipeline						
closeness of relationships built- has a variety of networks internally and externally						
strength of the leadership role- is seen as a leader without coercion						
technical knowledge- has expert knowledge in their area of needed expertise						
intensity of fostering teamwork- understands group dynamics and is able to get the most out of teams						
action oriented- set goals and achieves them						Lombardo & Eichinger (2000)
dealing with ambiguity- can deal with "things up in the air" well						
approachability- others feel comfortable coming up and interacting with this manager						
boss relationships- manages "up" well						
business acumen- maintains a professional image						
career ambition- seeks advancement in the organization						
caring about direct reports- can empathize with others well						
comfort around higher management- is seen as comfortable "in their own skin" around upper management						

(continued)

Competency Name	Least Important	Somewhat Unimportant	Neither important nor unimportant	Somewhat Important	Most Important	source
command skills- takes authority when needed in an effective manner						
compassion- is tender hearted in the appropriate situations						
composure- can manage one's emotions well						
conflict management - seeks to identify issues and gain a mutual resolution						
confronting direct reports- gives feedback when needed, even under tough circumstances						
creativity- has unique and fresh ideas						
customer focus- seeks to understand the customers needs						
timely decision making- can make good decisions with limited information time and time again						
decision quality- consistently chooses the right outcome						
delegation- does not micromanage						
developing others- seeks to build their own talent pipeline						
managing diversity- ensures that all types are respected						
ethics and values- sees the difference between right and wrong and makes the appropriate choice in the right situation						
fairness to direct reports- does not play favorites						
functional/technical skills- is expert in areas that are appropriate to his/her function						
hiring and staffing- has a full team always						
humor- uses humor appropriately						
informing- gets information and shares it with the appropriate parties						
innovation management- seeks to find new ideas						
integrity and trust- can be counted on at all times						
intellectual horsepower- can see the broad picture						
interpersonal savvy- understands self and others well						
learning on the fly- learns quickly in all circumstances with little assistance						
listening- hear the others persons point of view						
managerial courage- takes a tough stance when necessary						
managing and measuring work- hold others accountable						
motivating others- can inspire others to march on						
negotiating- seeks a win/win solution						
organizational agility- knows how to get things done in and around the organization						

(continued)

Competency Name	Least Important	Somewhat Unimportant	Neither important nor unimportant	Somewhat Important	Most Important	source
organizing- can assemble people well						
dealing with paradox- handles change well						
patience- is even tempered						
peer relationships- gets along and is respected by others						
perseverance- does not give up easily						
personal disclosure- shares of oneself to others						
personal learning- seeks continual improvement						
perspective- can see a wide variety of view points						
planning- plans effectively to accomplish goals						
political savvy-is able to get things done in the organization						
presentation skills- makes effective presentations well						
priority setting- can sort through what is important and what is not						
problem solving-finds effective outcomes						
process management- can management the sequence well						
drive for results- set goals and is able to accomplish them						
self-development- seeks continual self-improvement						
self knowledge- is self-aware						
sizing up people- can read others well						
standing alone- is not afraid to take a stance alone						
strategic agility - can makes plans based on the environment and make changes quickly when needed						
managing through systems- does not micromanage						
building effective teams- ensures that direct reports are capable of producing results						
technical learning- has adequate learning in a specified area based on his/her position						
time management- uses the time in the day effectively without being wasteful						
TQM/Re-engineering- seeks to develop when necessary						
Understanding others- has good social awareness						
managing vision and purpose- understands the company vision and sees that others act upon it as well						
work/life balance- has a healthy lifestyle that does not teeter towards one end too heavily						
written communications- has effective and grammatically correct writing skills						

APPENDIX H

Results of Phase One Survey

Survey Item	mean	median	IQR
Initiative	5.00	5.00	0.00
Honest	5.00	5.00	0.00
Integrity and trust	5.00	5.00	0.00
Displaying high integrity & honesty	4.89	5.00	0.00
Deliver results	4.89	5.00	0.00
Action oriented	4.89	5.00	0.00
Interpersonal maturity	4.78	5.00	0.50
Entrepreneurial maturity	4.78	5.00	0.50
Take responsibility for outcomes	4.78	5.00	0.50
Practice accountability	4.78	5.00	0.50
Keep commitments	4.78	5.00	0.50
Strength of the leadership role	4.78	5.00	0.50
Developing others	4.78	5.00	0.50
Managing and measuring work	4.78	5.00	0.50
Motivating others	4.78	5.00	0.50
Intellectual maturity	4.75	5.00	0.75
Stamina and adaptability	4.67	5.00	0.50
On-the-job maturity	4.67	5.00	1.00
Self-confidence	4.67	5.00	1.00
Focus on results	4.67	5.00	1.00
Inspiring & motivating others	4.67	5.00	1.00
Developing others	4.67	5.00	1.00
Demonstrate respect	4.67	5.00	1.00
Intensity	4.67	5.00	1.00
Actions taken	4.67	5.00	1.00
Self motivation	4.67	5.00	1.00
Approachability	4.67	5.00	1.00
Customer focus	4.67	5.00	1.00
Perseverance	4.67	5.00	1.00
Drive for results	4.67	5.00	1.00
Remuneration	4.56	5.00	0.50
Esprit de corps	4.56	5.00	1.00
Straightforward	4.56	5.00	1.00
Determined	4.56	5.00	1.00
Solving problems & analyzing issues	4.56	5.00	1.00

(continued)

Clarify expectations	4.56	5.00	1.00
Depth of understanding others	4.56	5.00	1.00
Managing diversity	4.56	5.00	1.00
Ethics and values situation	4.56	5.00	1.00
Interpersonal savvy	4.56	5.00	1.00
Building effective teams	4.56	5.00	1.00
Intensity of fostering teamwork	4.44	5.00	1.00
Logical thought	4.44	4.00	1.00
Forward-looking	4.44	4.00	1.00
Broad-minded	4.44	4.00	1.00
Courageous	4.44	4.00	1.00
Ambitious	4.44	4.00	1.00
Listening to others	4.44	4.00	1.00
Business acumen	4.44	4.00	1.00
Composure	4.44	4.00	1.00
Confronting direct reports	4.44	4.00	1.00
Timely decision making	4.44	4.00	1.00
Fairness to direct reports	4.44	4.00	1.00
Managerial courage	4.44	4.00	1.00
Planning	4.44	4.00	1.00
Unity of direction	4.33	5.00	1.00
Order	4.33	4.00	1.00
Specialized knowledge	4.33	4.00	1.00
Accurate self-assessment	4.33	4.00	1.00
Conceptualization	4.33	4.00	1.00
Managing group process	4.33	4.00	1.00
Self-control	4.33	4.00	1.00
Managing group process	4.33	4.00	1.00
Inspiring	4.33	4.00	1.00
Competent	4.33	4.00	1.00
Dependable	4.33	4.00	1.00
Mature	4.33	4.00	1.00
Self-controlled	4.33	4.00	1.00
Listen first	4.33	4.00	1.00
Time dimension	4.33	4.00	1.00
Complexity of analysis	4.33	4.00	1.00
Dealing with ambiguity	4.33	4.00	1.00
Comfort around higher management	4.33	4.00	1.00
Command skills	4.33	4.00	1.00
Intellectual horsepower	4.33	4.00	1.00

(continued)

Organizational agility	4.33	4.00	1.00
Dealing with paradox	4.33	4.00	1.00
Priority setting	4.33	4.00	1.00
Sizing up people	4.33	4.00	1.00
Strategic agility	4.33	4.00	1.00
Managing vision and purpose	4.33	4.00	1.00
Collaboration & teamwork	4.22	4.00	0.50
Confront reality	4.22	4.00	0.50
Decision quality- consistently chooses the right outcome	4.22	4.00	0.50
Listening	4.22	4.00	0.50
Peer relationships	4.22	4.00	0.50
Process management	4.22	4.00	0.50
Positive regard	4.22	4.00	1.00
Use of unilateral power	4.22	4.00	1.00
Loyal	4.22	4.00	1.00
Independent	4.22	4.00	1.00
Show loyalty	4.22	4.00	1.00
Delegation	4.22	4.00	1.00
Problem solving	4.22	4.00	1.00
Managing through systems	4.22	4.00	1.00
Time management	4.22	4.00	1.00
Talk straight	4.13	4.00	0.75
Memory	4.11	4.00	0.00
Use of socialized power	4.11	4.00	0.00
Establish stretch goals	4.11	4.00	0.00
Conflict management	4.11	4.00	0.00
Perspective	4.11	4.00	0.00
Political savvy	4.11	4.00	0.00
Self knowledge	4.11	4.00	0.00
Unity of command	4.11	4.00	0.50
Proactivity	4.11	4.00	0.50
Intelligent	4.11	4.00	0.50
Supportive	4.11	4.00	0.50
Technical & professional expertise	4.11	4.00	0.50
Communicating powerfully	4.11	4.00	0.50
Building relationships	4.11	4.00	0.50
Developing strategic	4.11	4.00	0.50
Focus on needs	4.11	4.00	0.50
Informing	4.11	4.00	0.50
Learning on the fly	4.11	4.00	0.50

(continued)

Negotiating	4.11	4.00	0.50
Standing alone	4.11	4.00	1.50
Written communications	4.11	4.00	1.50
Discipline	4.00	4.00	0.00
Caring	4.00	4.00	0.00
Boss relationships	4.00	4.00	0.00
Caring about direct reports	4.00	4.00	0.00
Organizing	4.00	4.00	0.00
Equity	4.00	4.00	0.50
Practicing self-development	4.00	4.00	0.50
Depth of understanding organization	4.00	4.00	0.50
Spontaneity	4.00	4.00	1.00
Fair-minded	4.00	4.00	1.00
Subordination of individual interests to the general interest	4.00	4.00	1.50
Perspective	3.89	4.00	0.00
Discretionary effort to help others	3.89	4.00	0.00
Breadth or network of influence	3.89	4.00	0.00
Understanding others	3.89	4.00	0.00
Concern with close relationships	3.89	4.00	0.50
Create transparency	3.89	4.00	0.50
Technical learning	3.89	4.00	0.50
Efficiency orientation perceptual objectivity	3.89	4.00	1.00
Functional/technical skills	3.89	4.00	1.00
Championing change	3.88	4.00	0.75
Presentation skills	3.78	4.00	0.00
Cooperative	3.78	4.00	0.50
Get better	3.78	4.00	0.50
Rank of people directed	3.78	4.00	0.50
Personal learning	3.78	4.00	0.50
Work/life balance	3.78	4.00	0.50
Technical knowledge	3.78	4.00	1.00
Closeness of relationships built	3.78	4.00	1.50
Stability of tenure of personnel	3.75	4.00	0.75
Use or oral presentations	3.75	4.00	0.75
TQM/Re-engineering	3.75	4.00	0.75
Originality of concepts	3.67	4.00	1.00
Compassion	3.67	4.00	1.00
Imaginative	3.67	4.00	1.50
Innovation	3.67	4.00	1.50

(continued)

Scalar chain	3.63	4.00	1.00
Authority	3.56	4.00	1.00
Right wrongs	3.56	4.00	1.00
Patience	3.56	4.00	1.00
Self-development	3.56	4.00	1.00
Hiring and staffing	3.44	4.00	1.00
Humor	3.44	4.00	1.00
Innovation management	3.44	4.00	1.00
Extend trust	3.44	3.00	1.00
Career ambition	3.44	3.00	1.00
Completeness of developmental plan	3.44	4.00	1.50
Creativity	3.44	4.00	1.50
Specialized knowledge	3.33	4.00	1.00
Degree of innovation	3.33	4.00	1.00
Connect internal groups to the outside world	3.33	4.00	1.50
Division of work	3.33	3.00	2.00
Personal disclosure	3.00	3.00	0.00
Centralization	2.78	3.00	2.00

APPENDIX I

Round 1 Results -Items with no Consensus

Survey Item	Mean	Median	p25	p50	p75	IQR
Division of work	3.33	3.00	2.50	3.00	4.50	2.00
Centralization-	2.78	3.00	1.50	3.00	3.50	2.00
Standing alone	4.11	4.00	3.50	4.00	5.00	1.50
Written communications	4.11	4.00	3.50	4.00	5.00	1.50
Subordination of individual interests to the general interest	4.00	4.00	3.50	4.00	5.00	1.50
Closeness of relationships built	3.78	4.00	3.00	4.00	4.50	1.50
Imaginative	3.67	4.00	3.00	4.00	4.50	1.50
Innovation	3.67	4.00	3.00	4.00	4.50	1.50
Completeness of developmental plan	3.44	4.00	2.50	4.00	4.00	1.50
Creativity	3.44	4.00	2.50	4.00	4.00	1.50
Connect internal groups to the outside world	3.33	4.00	2.50	4.00	4.00	1.50

APPENDIX J

Round Two Survey

Leadership Survey #2

Dear Expert Panelist,

Thank you for agreeing to be an expert panelist in my doctoral research study to determine the competencies needed for outside sales managers. This is the second survey and is estimated to take 10-15 minutes to complete. Please have your responses submitted within 5 days of receiving the survey.

As a reminder: An outside sales manager (OSM) is defined as a director of sales, district manager, or regional manager. This position is responsible for the development of a team, executing plans, and achieving goals and quotas. The OSM position should not be confused with the outside sales person's job responsibilities.

The results of the study can be used to develop job descriptions, which include the competencies needed for successful outside sales managers in order to perform their job effectively. As an expert panelist you can receive benefits from this study as you will be given the results of the research, which includes the list of competencies that are being deemed as competencies needed for successful outside sales managers. This list can be used in your own organizations if you choose in the future. Potential risks as a participant are expected to be minimal for factors such as boredom, fatigue, and the normal experience of completing a survey.

As an expert panelist, it is required that you have a minimum of five years managing others with a title of outside sales manager, director of sales, VP of sales, Regional Manager, District Manager or similar. As an expert panelist your participation will be anonymous – the other panelists will not know who you are. Your participation will require taking a survey on three separate occasions. If a survey is not completed within two weeks a reminder email will go out requesting the panelist take the survey within 3 days. If there is still no response a second reminder email will go out on the 5th day again requesting the panelist take the survey. If there is no response within 3 days, the researcher will continue on with the survey as long as the minimum of 8 panelists has taken the survey. Therefore, your feedback may not be used if you do not participate in a particular survey. You will be sent subsequent surveys for input, unless you specify you do not wish to participate in the study any longer.

If you have any questions please feel free to call me. As a reminder your responses are anonymous to other panelists and you may withdraw out of the study at any time without affecting your relationship with me, Pepperdine University or any other entity.

Sincerely,
Christie Cooper
Doctoral Candidate
Pepperdine University

Leadership Survey #2**1. What is your gender?**

- Female
- Male
- Prefer not to say

Leadership Survey #2

Competencies

When considering your answers, please try to use the full range of scoring from Least Important to Most Important.

2. Please review the 41 competencies below and rate them according to how strongly you feel about the importance that an Outside Sales Manager, Regional Manager, District Manager or Director of Sales should possess.

	least important	somewhat important	neither important or unimportant	important	very important
1) Initiative- manager is proactive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Honest- manager is seen as trustworthy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Integrity and trust- can be counted on at all times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Displaying high integrity & honesty- can be counted on to do the right thing when no one is around	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Deliver results- accomplishes goals that were set out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Action oriented- set goals and achieves them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Interpersonal maturity- manager does not display childlike behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Entrepreneurial maturity- manager seeks opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) Take responsibility for outcomes- does not pass blame	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) Practice accountability- walks the talk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) Keep commitments- follow through on promises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) Strength of the leadership role- is seen as a leader without coercion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) Developing others- seeks to build their own talent pipeline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14) 140. Managing and measuring work- hold others accountable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15) 141. Motivating others- can inspire others to march on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16) 17. Intellectual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Leadership Survey #2

maturity- manager has mental horsepower to make appropriate decisions

17) 33. Stamina and adaptability- manager can go the distance and is flexible to the needs of the business and people

18) 19. On-the-job maturity- manager is well versed in his/her job

19) 30. Self-confidence- manager is confident in his/her ability to get the job done

20) 63. Focus on results- is driven to accomplish goals

21) 67. Inspiring & motivating others- others look up to him/her

22) 69. Developing others- seeks to build the talent pipeline

23) 76. Demonstrate respect- treats others with dignity

24) 88. Intensity- is goal driven

25) 92. Actions taken- puts plan(s) in place to accomplish goals

26) 97. Self motivation- works well indepently

27) 109. Approachability- others feel comfortable coming up and interacting with this manager

28) 121. Customer focus- seeks to understand the customers needs

29) 148. Perseverance- does not give up easily

30) 158. Drive for results- set goals and is able to accomplish them

31) 7. Remuneration- manager sees that workers are paid fairly

32) 12. Esprit de corps- manager maintains a team spirit environment

Leadership Survey #2

33) 44. Straightforward- manager has managerial courage to speak up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34) 50. Determined- will power to see projects through	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35) 60. Solving problems & analyzing issues- can identify areas of opportunities and make a fix	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36) 83. Clarify expectations- lets others know what is expected of his person on the team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37) 90. Depth of understanding others- is able to make good judgments about other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38) 126. Managing diversity- ensures that all types are respected	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39) 127. Ethics and values- sees the difference between right and wrong and makes the appropriate choice in the right situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40) 136 Interpersonal savvy- understands self and others well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41) Building effective teams- ensures that direct reports are capable of prodicing results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for taking the time to complete this survey. You have now completed the second survey. Your participation in this survey is helping me achieve my goal. I greatly appreciate your time and consideration in doing this!

APPENDIX K

Results of Round Two Survey

Item	mean	mdn	IQR
Displaying high integrity & honesty	5.00	5.00	0.00
Integrity and trust	4.90	5.00	0.00
Ethics and values	4.90	5.00	0.00
Honest	4.80	5.00	0.25
Building effective teams	4.70	5.00	1.00
Focus on results	4.60	5.00	1.00
Initiative	4.50	4.50	1.00
Keep commitments	4.50	5.00	1.00
Motivating others	4.50	4.50	1.00
Developing others	4.50	5.00	1.00
Perseverance	4.50	5.00	1.00
Clarify expectations	4.50	5.00	1.00
Deliver results	4.40	4.00	1.00
Take responsibility for outcomes	4.40	5.00	1.25
Practice accountability	4.40	5.00	1.25
Managing and measuring work	4.40	5.00	1.25
Customer focus	4.40	4.50	1.00
Drive for results	4.40	4.50	1.00
Stamina and adaptability	4.30	4.00	1.00
Inspiring & motivating others	4.30	4.50	1.25
Demonstrate respect	4.30	4.00	1.00
Approachability	4.30	4.00	1.00
Solving problems & analyzing issues	4.30	4.00	1.00
Depth of understanding others	4.30	4.50	1.00
Action oriented	4.20	4.00	1.00
Actions taken	4.20	4.50	1.25
Self motivation	4.20	4.00	1.25
Straightforward	4.20	4.00	1.00
Determined	4.20	4.50	1.25
Managing diversity	4.20	4.50	1.25
Interpersonal savvy	4.20	4.00	1.25
Entrepreneurial maturity	4.10	4.00	0.25
Developing others	4.10	4.00	1.00
Intellectual maturity	4.10	4.00	0.25
Esprit de corps	4.10	4.00	1.00
Interpersonal maturity	4.00	4.00	2.00
Strength of the leadership role	3.90	4.00	2.00
Self-confidence	3.90	4.00	1.50
Intensity	3.90	4.00	0.25
On-the-job maturity	3.70	3.50	2.00
Remuneration	3.40	4.00	1.25

APPENDIX L

Round 2 Results -Items with no Consensus

Item	Mean	mdn	p25	p50	p75	IQR
Interpersonal maturity	4.00	4.00	3.00	4.00	5.00	2.00
Strength of the leadership role	3.90	4.00	3.00	4.00	5.00	2.00
On-the-job maturity	3.70	3.50	3.00	3.50	5.00	2.00
Self-confidence	3.90	4.00	3.50	4.00	5.00	1.50
Take responsibility for outcomes	4.40	5.00	3.75	5.00	5.00	1.25
Practice accountability	4.40	5.00	3.75	5.00	5.00	1.25
Managing and measuring work	4.40	5.00	3.75	5.00	5.00	1.25
Inspiring & motivating others	4.30	4.50	3.75	4.50	5.00	1.25
Actions taken	4.20	4.50	3.75	4.50	5.00	1.25
Self motivation	4.20	4.00	3.75	4.00	5.00	1.25
Determined	4.20	4.50	3.75	4.50	5.00	1.25
Managing diversity	4.20	4.50	3.75	4.50	5.00	1.25
Interpersonal savvy	4.20	4.00	3.75	4.00	5.00	1.25
Remuneration	3.40	4.00	2.75	4.00	4.00	1.25

APPENDIX M

Round Three Survey

Leadership Survey #3

Dear Expert Panelist,

Thank you for agreeing to be an expert panelist in my doctoral research study to determine the competencies needed for outside sales managers. This is the third and final survey and is estimated to take 5-10 minutes to complete. Please have your responses submitted within 5 days of receiving the survey.

As a reminder: An outside sales manager (OSM) is defined as a director of sales, district manager, or regional manager. This position is responsible for the development of a team, executing plans, and achieving goals and quotas. The OSM position should not be confused with the outside sales person's job responsibilities.

The results of the study can be used to develop job descriptions, which include the competencies needed for successful outside sales managers in order to perform their job effectively. As an expert panelist you can receive benefits from this study as you will be given the results of the research, which includes the list of competencies that are being deemed as competencies needed for successful outside sales managers. This list can be used in your own organizations if you choose in the future. Potential risks as a participant are expected to be minimal for factors such as boredom, fatigue, and the normal experience of completing a survey.

As an expert panelist, it is required that you have a minimum of five years managing others with a title of outside sales manager, director of sales, VP of sales, Regional Manager, District Manager or similar. As an expert panelist your participation will be anonymous – the other panelists will not know who you are. Your participation will require taking a survey on three separate occasions. If a survey is not completed within two weeks a reminder email will go out requesting the panelist take the survey within 3 days. If there is still no response a second reminder email will go out on the 5th day again requesting the panelist take the survey. If there is no response within 3 days, the researcher will continue on with the survey as long as the minimum of 8 panelists has taken the survey. Therefore, your feedback may not be used if you do not participate in a particular survey. You will be sent subsequent surveys for input, unless you specify you do not wish to participate in the study any longer.

If you have any questions please feel free to call me. As a reminder your responses are anonymous to other panelists and you may withdraw out of the study at any time without affecting your relationship with me, Pepperdine University or any other entity.

Sincerely,
Christie Cooper
Doctoral Candidate
Pepperdine University

Leadership Survey #3**1. What is your gender?**

- Female
- Male
- Prefer not to say

Leadership Survey #3

Competencies

When considering your answers, please try to use the full range of scoring from Least Important to Most Important.

2. Please review the 22 competencies below and rate them according to how strongly you feel about the importance that an Outside Sales Manager, Regional Manager, District Manager or Director of Sales should possess.

	least important	somewhat important	neither important or unimportant	important	very important
1) 58. Displaying high integrity & honesty- can be counted on to do the right thing when no one is around	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) 134. Integrity and trust- can be counted on at all times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) 127. Ethics and values- sees the difference between right and wrong and makes the appropriate choice in the right situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) 38. Honest- manager is seen as trustworthy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) 165. Building effective teams- ensures that direct reports are capable of producing results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) 63. Focus on results- is driven to accomplish goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) 86. Keep commitments- follow through on promises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) 69. Developing others- seeks to build the talent pipeline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) 148. Perseverance- does not give up easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) 83. Clarify expectations- lets others know what is expected of his person on the team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) 65. Take responsibility for outcomes- does not pass blame	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) 84. Practice accountability- walks the talk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) 140. Managing and measuring work- hold others accountable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Leadership Survey #3

14) 11. Initiative- manager is proactive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15) 141. Motivating others- can inspire others to march on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16) 121. Customer focus- seeks to understand the customers needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17) 158. Drive for results- set goals and is able to accomplish them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18) 67. Inspiring & motivating others- others look up to him/her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19) 90. Depth of understanding others- is able to make good judgments about other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20) 92. Actions taken- puts plan(s) in place to accomplish goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21) 50. Determined- will power to see projects through	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22) 126. Managing diversity- ensures that all types are respected	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for taking the time to complete this survey. You have now completed the second survey. Your participation in this survey is helping me achieve my goal. I greatly appreciate your time and consideration in doing this!

APPENDIX N

Round Three: Email to Panelists with Link to Third & Final Survey

Dear Expert Panelist:

Thank you for your participation as an expert panelist in my doctoral research study to determine the competencies needed for outside sales managers. This will be the third and final survey.

As a reminder: An outside sales manager (OSM) is defined as a director of sales, district manager, or regional manager. This position is responsible for the development of a team, executing plans, and achieving goals and quotas. The OSM position should not be confused with the outside sales person's job responsibilities.

Please use the link below to take this last survey. It is estimated to take 5-10 minutes to complete. Please have your responses submitted within 3 days of receiving the survey.

<https://www.surveymonkey.com/s/Leadership-Survey-3>

If you have any questions please feel free to call me. As a reminder your responses are anonymous to other panelists and you may withdraw out of the study at any time without affecting your relationship with me, Pepperdine University or any other entity.

This new survey shows the results from the second survey with a new list of competencies for outside sales managers that reflects the initial assessment of the panel of experts. Please review this new list and indicate to what extent is the item important to the future success of Outside Sales Managers.

Thank You,
Christie Cooper
Doctoral Candidate
Pepperdine University

APPENDIX O

Results of Phase Three Survey & Participation Thank You Letter

May 22, 2014

Dear Expert Panelist & Valued Dissertation Partner,

I would like to first thank you for your commitment and participation in my doctoral research study. Your feedback was vital to the success in completing my dissertation and for this I am very grateful that you were diligent to take the three assigned surveys.

All the research materials will be kept on my personal computer, which is password protected for a time not to exceed three years. I will fulfill my obligation by ensuring that I protect your anonymity by use of a pseudonym name if that was your expressed desire from the onset of the study.

The final results will be sent out after this dissertation is published. Please feel free to call me should you have any questions or comments.

With Gratitude,

Christie Cooper

APPENDIX P

Final Results

Survey Item	mean	mdn	p25	p50	p75	IQR
Displaying high integrity & honesty	4.92	5.00	5.00	5.00	5.00	0.00
Integrity and trust	4.75	5.00	4.25	5.00	5.00	0.75
Ethics and values	4.67	5.00	4.00	5.00	5.00	1.00
Building effective teams	4.58	5.00	4.25	5.00	5.00	0.75
Honest	4.50	4.50	4.00	4.50	5.00	1.00
Developing others	4.50	5.00	4.00	5.00	5.00	1.00
Take responsibility for outcomes	4.50	5.00	4.00	5.00	5.00	1.00
Practice accountability	4.50	5.00	4.00	5.00	5.00	1.00
Managing and measuring work	4.50	4.50	4.00	4.50	5.00	1.00
Depth of understanding others	4.50	4.50	4.00	4.50	5.00	1.00
Keep commitments	4.42	4.50	4.00	4.50	5.00	1.00
Customer focus	4.42	4.50	4.00	4.50	5.00	1.00
Drive for results	4.42	4.00	4.00	4.00	5.00	1.00
Focus on results	4.33	4.00	4.00	4.00	5.00	1.00
Motivating others	4.33	4.50	4.00	4.50	5.00	1.00
Actions taken	4.33	4.00	4.00	4.00	5.00	1.00
Determined	4.25	4.00	4.00	4.00	5.00	1.00
Perseverance	4.18	4.00	4.00	4.00	5.00	1.00
Clarify expectations	4.17	4.00	4.00	4.00	5.00	1.00
Initiative	4.17	4.00	4.00	4.00	5.00	1.00
Managing diversity	4.17	4.00	4.00	4.00	5.00	1.00
Inspiring & motivating others	4.08	4.00	4.00	4.00	4.00	0.00