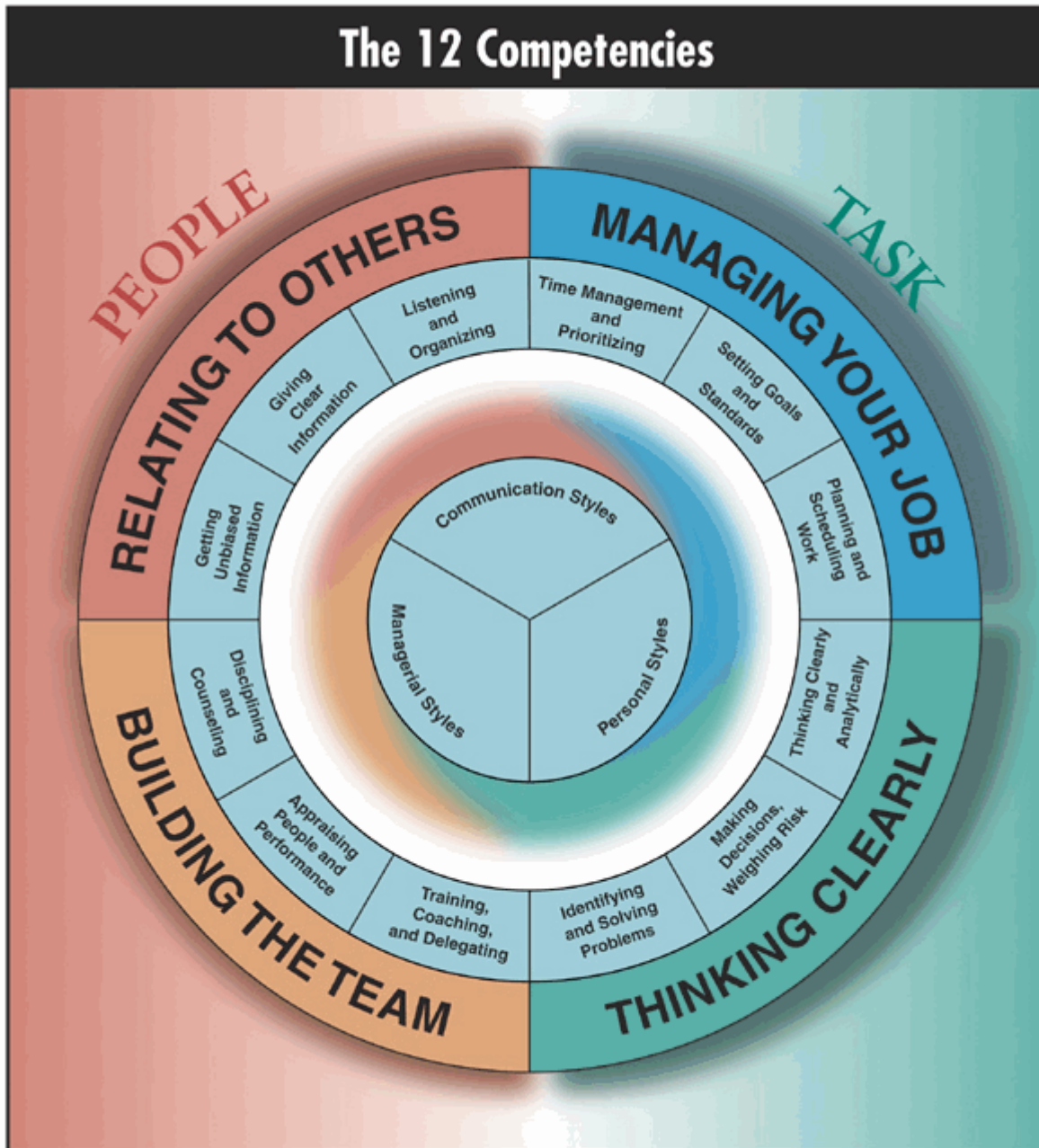


Managerial
Assessment of
Proficiency
MAPTM



Individual Report Prepared for Marc Case

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This IDP should be used to select your development priorities and the development suggestions you will use to begin improving your competence.

Section I: Proficiency Profile

This is the core of your assessment results. A bar chart report describes your percentile scores for 12 competencies, four personal styles, four communication styles, and two managerial styles.

Section I: Proficiency Profile

0% 25 50 75 100%

Administrative Competencies (Managing Your Job)

Time Management and Prioritizing		65.0%
Setting Goals and Standards		65.0%
Planning and Scheduling Work		94.0%
Administrative Proficiency Score:		74.7%

Communication Competencies (Relating to Others)

Listening and Organizing		57.0%
Giving Clear Information		57.0%
Getting Unbiased Information		29.0%
Communication Proficiency Score:		47.7%

Supervisory Competencies (Building the Team)

Training, Coaching, and Delegating		92.0%
Appraising People and Performance		66.0%
Disciplining and Counseling		60.0%
Supervisory Proficiency Score:		72.7%

Cognitive Competencies (Thinking Clearly)

Identifying and Solving Problems		82.0%
Making Decisions, Weighing Risk		57.0%
Thinking Clearly and Analytically		89.0%
Cognitive Proficiency Score:		76.0%

Average Proficiency Score

	67.8 %
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Management Style

Theory X - Parent Child		53.0%
Theory Y - Adult Adult		84.0%

Communication Response Style

Empathic	14		29.0%
Critical	4		46.0%
Searching	21		81.0%
Advising	21		66.0%

Personal Style

Thinker	30		75.0%
Intuitor	20		44.0%
Sensor	32		86.0%
Feeler	18		8.0%

Section II: Competency Scores with Narrative Explanation

This section provides a narrative description of your proficiency level, by competency, for the quartile you scored within.

Section II - Competency Scores with Narrative Explanation

Composite Score: Administrative Competencies (Managing Your Job)

Time Management and Prioritizing

Your Score: 65.0 %

You are able to manage your time fairly well ... you know how your time is being used. However, shifts in priorities and unscheduled interruptions keep you from being fully effective. You may be doing activities that you enjoy but that are less productive than other activities that you put off and procrastinate. It's also important to agree on how much time you'll take when meeting with other people.

Setting Goals and Standards

Your Score: 65.0 %

You show above average skill in setting goals and standards. This is important to the motivation and growth of those with whom you work. The activities you engage in and the assignments you make are usually goal-oriented. You believe in management by objectives and have done well in getting others to work toward goals and standards.

Planning and Scheduling Work

Your Score: 94.0 %

You have shown real strength in your ability to plan and schedule activities. You are able to reduce the chance of crises at work by managing proactively -- setting timetables, arranging for needed resources, and helping others to follow a schedule. You've learned that proper planning prevents problems.

Your Composite Score is 74.7 %

Section II - (continued)

Composite Score: Cognitive Competencies (Thinking Clearly)

Identifying and Solving Problems

Your Score: 82.0 %

You have displayed a proficiency that puts you in the top quartile as a problem solver. You are able to distinguish between causes and symptoms, and to apply the problem-solving process to work-related problems where a gap exists between desired and actual results. This competency should be shared with others in your work group.

Making Decisions, Weighing Risk

Your Score: 57.0 %

Although your ability to make decisions is above average, you can improve still further by learning how to create a decision matrix and assign weights to each option (choice) against the qualities you've identified and ranked as important. This mathematical process removes much of the subjectivity inherent in the decision-making process.

Thinking Clearly and Analytically

Your Score: 89.0 %

You have developed a "steel trap mind" in your ability to recognize and challenge statements that show poor reasoning (e.g., faulty premises, shaky conclusions, etc.). By examining the logic behind "facts" and opinions, you can identify statements that should be refuted or accepted along with the necessary qualifiers.

Your Composite Score is 76.0 %

Section II - (continued)

Composite Score: Communication Competencies (Relating to Others)

Listening and Organizing

Your Score: 57.0 %

Although your listening skills are better than average, you could benefit by spending more time organizing what you hear into brief, meaningful summaries. Receiving the spoken word is only half of listening. The harder half comes when you translate what you hear into "bare bones" summaries that you can feed back to the speaker for confirmation.

Giving Clear Information

Your Score: 57.0 %

You possess above-average skill in organizing and conveying information to others in a clear, concise, complete form. You are aware of the barriers that prevent clear communications with others, and are usually effective in getting your message across.

Getting Unbiased Information

Your Score: 29.0 %

The ability to get information that is free of bias requires skill in asking questions in a non-directive (open-ended, neutral) manner. You tend to ask directive questions that influence others to bias their responses. Learning how to phrase questions and use probes will help you to improve in this competency.

Your Composite Score is 47.7 %

Section II - (continued)

Composite Score: Supervisory Competencies (Building the Team)

Training, Coaching, and Delegating

Your Score: 92.0 %

You have demonstrated a high level of understanding of the knowledge, skills, and attitudes required to develop others effectively. By applying these in your job, you should be very effective in training, coaching, and delegating to those with whom you work.

Appraising People and Performance

Your Score: 66.0 %

You have shown good proficiency in recognizing the steps involved in giving constructive feedback that strengthens a person's desirable performance and that helps them take corrective action when performance is lagging. You recognize that this process occurs almost daily and is much more effective than the mere scheduling of annual appraisals with little feedback in between.

Disciplining and Counseling

Your Score: 60.0 %

Although you have displayed an above-average ability to discipline and counsel people in a constructive manner, there are still areas for improvement. The process includes agreement on standards, acknowledgement of the performance gap, actions to be taken, a timetable for improvement, consequences of future deviation, and follow-up to recognize and reinforce the desired behavior."

Your Composite Score is 72.7 %

Section II - (continued)

Theory X and Theory Y

Management Style: Parent-Child and Adult-Adult

Your Score in Theory X: 53%

Your Score in Theory Y: 84%

Most of the questions you responded to in MAP pertain to a competency. Some statements, however, were included as a way of assessing your values the views you hold about work and workers.

Two sets of values have influenced the way in which people have managed the work of others. Douglas McGregor labeled them Theory X and Theory Y and described them in his classic book, *The Human Side of Enterprise*. More recently the field of transactional analysis (TA) brings a new pair of terms to our understanding of these sets of values: Parent-Child (Theory X) and Adult-Adult (Theory Y). The table below makes the distinction clear:

View of Self	I'm OK	PARENT (Theory X) Nurturing (Soft X) Judgmental (Hard X)	ADULT (Theory Y)
	I'm not OK	SICK (Theory X)	CHILD (Theory X)
		You're not OK	You're OK
		View of Others	

When we approach situations and people with the attitude that we are right and others are not (I'm OK, you're not OK), we are operating from the PARENT state. As shown at the right, there are two kinds of parent behavior. The "nurturing" parent tends to protect subordinates, to gather them under one's wings. This manager (the soft X) wants to be recognized as a friend.

In contrast to the nurturing parent, the “judgmental” parent (hard X) believes that employees are lazy or inadequate, and will typically do only what is expected of them. This manager believes that pay, working conditions, and incentives are the tools a supervisor must work with in order to induce employees to work, since the work itself is not considered to be sufficiently attractive in and of itself.

Now let’s interpret your own X and Y scores. If one is high and one is low, you show a clear preference for the high one. If both are high, you have developed a strong management style that is responsive to both types of employees and situations: Adult-Adult and Parent-Child. If both of your scores are low, you have not yet developed a management style. Perhaps you are relatively new to supervision, or are in a job where you manage tasks more than people. Of course, there are no right or wrong scores. The appropriateness of your two percentiles depends upon the work environment, the people you supervise, and your own evolution as a manager.

The following table describes some of the characteristics of the Theory X and Theory Y management styles. When you compare your score to the characteristics presented on the table, you may think, "My score is high on (Theory X or Theory Y), yet I don't necessarily agree with the statements or characteristics for that management type." It is possible, whether you are aware of it or not, to act in a manner contrary to what you believe.

Remember that your score was based on your answers to the MAP. There were questions embedded in the MAP that do not relate to the 12 competencies but rather the managerial style.

Section II - (continued)

	Theory X Parent-Child Relationships	Theory Y Adult-Adult Relationships
Manager's View of Work	Work is a source of dissatisfaction. We must compensate for this through pay and benefits.	Work can be satisfying and challenging.... a major opportunity to test one's talents and develop them more fully.
Manager's View of Workers	Employees want less responsibility and security. They are dependent on supervisors to make decisions, solve problems, set goals, and keep them productive.	Employees want more responsibility and challenge. They are capable of making decisions, solving problems, and setting goals for themselves if we but let them.
Manager's View of Self	I'm OK, you're not OK. People are too dependent on me. I end up having to do their thinking for them, and bailing them out.	I'm OK, you're OK. Once they've been trained, my role is that of a coach. I must step back and let them play the game.
Motivation Used by Manager	Carrot and stick: set up system of rewards and punishments to entice and coerce employees.	Work is inherently appealing: use it to give challenge, sense of achievement, recognition, responsibility, and growth.
Expectations: the "Pygmalion Effect"	This manager expects less of people than they are capable of and gets it! "Expect the worst and you won't be surprised."	This manager expects more of people than they knew they were capable of and gets it! "Expect the best (not perfection) and people will give their best effort."
The Working Relationship	"Employees are here to extend my effectiveness."	"I am here to extend the effectiveness of my employees."
Motivation of Employees	They spend most of their energy keeping the boss happy, harvesting the carrots, and avoiding the stick.	They invest their time meeting goals and standards that they and the manager have agreed to jointly.
The Goal of the Organization for Employees	To have workers trained as well-oiled machines that make few errors, require little maintenance, and function as highly dependable robots within a narrowly prescribed area of operations.	To develop people to the point where each is a manager of his/her own time and talent, solving problems and making decisions within an expanding area of freedom and responsibility.

Section III: Communication Response Style Scores with Narrative Explanation

This section provides a narrative description of the different communication styles, and your percentage score for each style.

Section III - Communication Response Style Scores with Narrative Explanation

Communication Response Style

THE NEED FOR AWARENESS

A vital ingredient of effective communication is being aware of the power you have to affect how the other person(s) will respond to you. The more effectively you listen and respond to others, the more they become aware—even subconsciously—of your responsiveness. As a result, they are more likely to respond positively when your turn comes to talk. In short, your response style serves as a model for those you communicate with, and is likely to influence their response style when it's their turn to listen.

The pages that follow contain a description of the four response styles. All four were present in each of the items in the assessment. Your scores, reflecting your strength in each style, can be found on your profile in Section I. Here is a description of each style:

Empathic Response (Your Score: 29%)

The empathic response is a non-judgmental reply that captures the essential theme and/or feeling expressed. This communication mode reflects a positive attitude, sorts out elements of personal value, and goes all the way in making the communication a two-way exchange. A person in this mode will listen between the lines for underlying meanings, will keep an open mind by staying out of a judgmental framework, and will focus on what would be useful to do rather than on what is wrong. This person concentrates on fostering respect, rapport, trust, and understanding.

A major element of this communication style is that the empathic responder avoids the temptation to give advice. When people are given the opportunity to talk about and think through their problems, they have a better understanding of the implications of their problem and will be able to work out their own action plan. Although empathic responders avoid suggesting a solution, they can still remain a resource person who can share information when appropriate. It is important to remember that you don't have to agree with what a person is saying to be an empathic listener. Your empathy extends to their feelings and what they might be experiencing it need not extend to their actions.

Critical Response (Your Score: 46%)

The critical response expresses judgment or evaluation that the other person often perceives as a put-down. This response often results from our natural tendency to judge others, either approvingly or disapprovingly. This responding style often challenges what people say and why they feel the way they do. Even though people may tell you that they want feedback and evaluation, most people do not take kindly to criticism, regardless of the spirit in which it was given.

There are three unfortunate outcomes of the critical response: The other person (1) feels rejected or put down; (2) will usually retreat or "clam up;" and (3) will not have a chance to release the feelings and emotions that they need to express. We all give way to critical responses from time to time. What is important is that we know when it's happening, and work to overcome the problems that our critical responses may create.

Section III - (continued)

Searching Response (Your Score: 81%)

The searching response asks for additional information. Sometimes, we need more facts and feelings so as to understand the other person. Sometimes, the additional information will help us get to the root of a problem. Sometimes, we want to help the other person to “vent” and thereby express their emotions. These are all good reasons for using a searching response.

The timing of a searching response is very important. For example, consider the person who is speaking emotionally and in fragmented sentences, describing a current experience. Even though we have a lot of questions to ask, we might want to use a few empathic ones first (“Sounds like you’re really down”) to get their emotional level down to the point where they can think objectively and talk coherently. Then, when you feel they can be logical and analytical, you are ready to use the searching response.

Advising Response (Your Score: 66%)

The advising response is a recommendation that tells the other person what to do or not do. When we are busy thinking of solutions while the other person is talking, we cannot listen fully to what they are saying.

When we give another person advice, we deprive them of the chance to talk through the problem or opportunity. This kind of communication mode tends to build dependency relationships. Sometimes, the best help we can give others is to enable them to work out their own solutions. People feel more self-confident and behave more independently when they can plan and organize their own situations, rather than have others tell them what to do.

ANALYZING YOUR SCORES

This instrument has been completed by thousands of people. The scores of the four response styles showed that the Advising response was used most often, the Searching response next, the Empathic response was third, and the Critical response was last.

People in a variety of occupations make up the vast majority of the population that has gone through this instrument. They evidently see their job as giving advice. However, the Advising response, like the Critical response, can get in the way of effective listening by short-circuiting the flow of information from the other person. In most interactions, these are not desirable responses to use.

Similarly, the Searching response can sometimes interrupt the other person’s flow of thought or can introduce your own biases (since the other person will answer your questions with information that meet your need to know but may or may not meet their needs).

This leaves the Empathic response as the most useful means of drawing people out and collecting information without distorting it. However, this response is one of the least natural to most people. Those who scored high on the Empathic response on this instrument had often read books or attended workshops on non-directive interviewing. In short, it takes a conscious effort on our part to develop the ability to use the Empathic response effectively.

Section IV: Personal Style Scores with Narrative Explanation

This section provides a narrative description of the different personal styles, and your percentage score for each style.

Section IV - Personal Style Scores with Narrative Explanation

Personal Style Assessment

YOUR FOUR COMMUNICATION STYLES

Four personality patterns were first recognized and researched by the Swiss psychoanalyst, Carl Jung. According to Jung, what really accounts for our personality differences is the mixture of four patterns of behavior that each of us possesses. We are all a combination of Intuitor, Thinker, Feeler, and Sensor. This mixture is genetically determined, Jung believed, and can be seen in infants at an early age. Teachers in the elementary grades have no difficulty identifying the mixture in their students. Here is what each of the four children typically looks like:

Intuitor (Your Score: 44%)

The **intuitor** sits alone, seemingly daydreaming. In reality, he/she is forming global concepts, integrating experience in different ways, looking for meaning in each, and constantly searching to know the why behind each what. Being told that something is true is not enough; the intuitor must discover it from personal experience.

Thinker (Your Score: 75%)

The **thinker** has a strong need to be correct. He/she demonstrates a structured and systematic approach to learning, gathering facts rather than ideas. The thinker is logical, organized, and systematic, and enjoys collecting and processing information and giving much attention to detail and precision.

Feeler (Your Score: 8%)

The **feeler** enjoys dealing with the moods, feelings, and emotions of self and others. Learning is visceral as much as verbal. He/she is empathetic, sentimental, and in tune with the feelings of others. Feelers are more concerned with the reactions of others than with objective reality.

Sensor (Your Score: 86%)

The **sensor** is action-oriented. He/she learns-by-doing; they who must grab the rock and hold it to know it's real. This individual dissipates anxiety through action rather than by imagining, analyzing, or feeling. Restless, the sensor is tapping feet or fingers while the mind races ahead.

Although your mixture of these four behavior patterns might change slightly over time, they are inborn and relatively stable. Thus, the same characteristics that we just observed in children will be equally apparent as they grow into adults. The following chart shows some of the typical adult behavior displayed by each of the four styles. Bear in mind that there is always a risk of stereotyping, and that not all of the characteristics associated with your predominant style will apply.

INTUITOR

Typical Telephone Behavior	Typical Office Decor or Surroundings	Typical Style of Dress	When Seen as Effective (Strength)	When Seen as Ineffective (Weakness)
<p>Worthy but aloof. Impersonal. Goes off on tangents. Not mindful of your time.</p>	<p>Likely to demonstrate their imagination in their selection of new-wave furnishings and décor. Those in “think” occupations and professions have offices resembling many mini think-tanks: round conference tables, chalkboard or notes pinned to walls, offbeat periodicals.</p>	<p>Hard to predict. May be like “absent-minded professor,” more into ideas than image, al la Howard Hughes. May be too wrapped up in future goals to think about daily appearance. Alternatively may have imaginative self-concept that may reflect in clothes from stunning to outlandish.</p>	<p>original imaginative creative broad-gauged charismatic idealistic intellectually-tenacious ideological</p>	<p>unrealistic “far-out” fantasy-bound scattered devious out-of-touch dogmatic impractical</p>

THINKER

Typical Telephone Behavior	Typical Office Decor or Surroundings	Typical Style of Dress	When Seen as Effective (Strength)	When Seen as Ineffective (Weakness)
<p>Business-like but lackluster. Little voice inflection. Ticks off specifics. Ordered, measured manner. Sometimes suggests ground-rules for phone conversation; i.e., “Shall we begin with your agenda</p>	<p>Like their work surroundings to be correct and non-distracting. They select furnishings that are tasteful but conventional. Likely to have charts for business use, reports and reference works nearby. Few touches of informality and color.</p>	<p>Conservative, “proper.” Unassuming, understated. Dress invariably appropriate to circumstance. Business-like in office: well-tailored, “correct” in non-work atmosphere. Coordinated and tasteful but without color or excitement.</p>	<p>effective communicator deliberate prudent weighs-alternatives stabilizing objective rational analytical</p>	<p>verbose indecisive over-cautious over-analyzes unemotional non-dynamic controlled and controlling over-serious, rigid</p>

FEELER

Typical Telephone Behavior	Typical Office Decor or Surroundings	Typical Style of Dress	When Seen as Effective (Strength)	When Seen as Ineffective (Weakness)
<p>Warm and friendly, sometimes seemingly too much so. Doesn't seem to distinguish between business and personal calls in the sense that he's likely to be quite informal. Interjects humor, personal associations, question about one's well-being, etc. Likes to "gossip." Talks incessantly. Feels rude if hangs up fast.</p>	<p>Tend to personalize their surroundings, make their offices informal and somewhat "homey." They like warm colors, antiques; big, live plants, mementos, snapshots rather than formal photographs of family. Papers and files, etc., are likely to be messy on the surface, "organized" underneath in a personal way only they can understand.</p>	<p>Dress is more according to own mood than to suit others' expectations. Likes colorful, informal clothes. Often has sentimental, favorite articles of clothing. Sometimes shows a hankering for old-fashioned touches or "costume" effects.</p>	<p>spontaneous persuasive empathetic grasps traditional values probing introspective draws out others' feelings loyal</p>	<p>impulsive manipulative over-personalizes sentimental postponing guilt-ridden stirs up conflict subjective</p>

SENSOR

Typical Telephone Behavior	Typical Office Decor or Surroundings	Typical Style of Dress	When Seen as Effective (Strength)	When Seen as Ineffective (Weakness)
<p>Abrupt. Staccato. Gets to the point, expects others to do the same. Interrupts. Needs to control the conversation.</p>	<p>Generate atmosphere of hard-charging clutter. Mementos, if any, connote action. Desk is likely to be big, messy. Sensor is too busy to be neat, too action-oriented to be concerned with image unless coupled with a strong thinker back-up style.</p>	<p>Informal, simple, functional clothes are the order of the day. Wants to be neat but not fancy. Tends to categorize: everyday or dress-up. If sensors see the occasion as being "special," they throw simplicity to the winds; their competitive zeal then rises to the surface and they may "out-class" everyone.</p>	<p>pragmatic assertive directional results-oriented objective competitive confident</p>	<p>doesn't see long-range status seeking self-involved acts first then think slacks trust in others domineering arrogant</p>

Section IV - (continued)

STYLE-FLEXING

The value of knowing your stronger and weaker styles is explained by the concept known as style-flexing. Simply put, we will be much more effective in understanding others and helping them to understand us if we're able to flex, or modify, a natural style when we recognize that the person with whom we're communicating has a different style than our own.

Every characteristic associated with the four communicating styles can be viewed as either a strength or a weakness. Your strengths, if carried to extremes, will be seen as weaknesses.

No one style is better or worse than the others, and all four styles are present in each of us. Some people have a fairly even balance over the four styles. Such a person should find it easier to style-flex than would a low Intuitor who is trying to communicate with a high Intuitor, since there is less distance to move.

There are two premises that underlie the value of learning about the four communication styles. One is that by knowing our own primary and secondary styles, we can become less sensitive to the way others see us. The other premise is even more valuable: by determining the primary style of any party we're talking with, we can then communicate with them in their own style, and be better understood and accepted. This is the concept of style-flexing, mentioned earlier.

If you just presented an idea and need feedback on how you've come across, here's how you might word your question for each of the four styles:

- To the Intuitor:** How does this concept strike you? What do you think of the direction I'm heading?
- To the Thinker:** Based on your own analysis of the situation, how would you weight the facts I've presented?
- To the Feeler:** At this point I have a need to know how you feel we're tracking, and what kind of reaction you've got so far
- To the Sensor:** I hope I haven't bored you with more detail than you need. What do you see as the pay-off here? And what action comes next?

Most of us have difficulty in communicating with some people. We suggest that "the chemistry just isn't right," or that "we're talking past one another." Jung's four communication styles offers a possible explanation for this difficulty: one person's high primary style was low for the other person. If either party had been able to style-flex to meet the other's primary style, then communication might have been more successful.

Section V: Development Priorities

This report combines your competency proficiency scores and your competency importance ratings to create a ranking of your development priorities.

Section V - Development Priorities

This report displays the 12 competencies in order of development priority from highest to lowest.

Your most important development priorities are ranked from a combination of:

1. Your competency proficiency score
2. Your rating of how important the competency is in your job

The lower your proficiency score and the higher your rating of importance, the higher the priority for development.

This report is one method of identifying development priorities. Use this ranking as one input in creating your development plan.

The length of the black bar across the two scales displays how the proficiency score and the job importance rating combine to rank the development priorities. The longer the bar, the greater the development priority.



Section VI: Development Suggestions

Development suggestions are behavioral tips, practices, and recommendations for interventions that you can use to improve your performance in a competency. Your report will contain 4 to 12 sets of development suggestions, depending on your assessment results.

This section presents behavioral tips, practices, and recommendations for interventions that you can use to improve your performance in a competency. The competencies for which you will receive development suggestions are based on your assessment results. You will receive from 4 to 12 sets of development suggestions.

Section VI - Development Suggestions

Proficiency: Making Decisions, Weighing Risk

1. Anticipate potential problems and possible solutions ahead of time.
2. Avoid jumping to conclusions by defining the problem in terms of solutions, which can cause you to overlook or discount other, possibly better, solutions.
3. Before making a decision, especially when the decision is made under time pressure, consult with respected experts.
4. Before reaching a decision, evaluate the factual data and argue in your own mind the pros and cons of multiple courses of action. That will help you confidently reach and present a decision and stick with it.
5. Before you ask someone else for an opinion about a decision, choose one of the alternatives and develop a rationale for why that alternative is best. Then ask for input.
6. Before you begin to try to solve a problem, identify the data that you need in order to reach a solution, and how that data can best be obtained.
7. Collect reliable information that is pertinent to the decision. Use the data in deriving a decision.
8. Consider multiple-decision alternatives, including the worst-case scenario for each decision.
9. Consult others about your decision style and speed; consider this information as a basis for improvement.
10. Create a climate in which your subordinates can bring up problems and issues at meetings.
11. Discuss with other managers the data that you collect concerning a problem. Ask them for their diagnosis of the information.
12. Establish checkpoints to evaluate the continuing success of a decision, the downside risks at each point, and potential alternative strategies. If the downside risks appear to be materializing, consider adopting an alternative strategy early, before the negative consequences of the decision loom large.
13. Have brainstorming sessions to come up with alternate solutions to problems. Record all ideas without making a judgment of any.
14. Hold group workshops to explore different perspectives of the problem.
15. Invite contributions from others, and be willing to listen to and discuss their ideas.
16. Involve others in your problem-solving process. Ask for help when needed.
17. List all of the solutions to a problem that you can think of before you begin to evaluate them. (Brainstorming works well.)
18. Practice being decisive by making quick decisions in low-risk decision areas.
19. Since most decisions are made with imperfect or incomplete information, it is important to be conscious of the decision shortcuts all people take, such as failing to consider alternatives, and being unduly influenced by whether the decision is framed as a gain or loss. Develop strategies to counter these tendencies.
20. Talk to others in your organization about how they incorporate risk-taking into their decision-making process.
21. To avoid “groupthink,” require members of your work unit to research and argue the alternative viewpoint—to play devil’s advocate. It will bring about more understanding of the broader consequences.
22. Use a factual approach to decision-making by systematically collecting valid and reliable data; rely on these data rather than on emotions, even if the decision is unpopular. In turn, explain decisions in terms of data, not emotions.
23. Use decision-making tools to bring convergence among diverse points of view, such as the round-robin expression of ideas (nominal group technique), the devil’s advocate technique, Delphi method (each successive round of idea exchange reflects a narrower band of opinions than the former round), etc.
24. Use general problem-solving processes, judgment, intuition, and creativity.

Section VI - Development Suggestions (continued)

Proficiency: Making Decisions, Weighing Risk

25. When making an uncertain decision, screen alternatives in order to determine how much risk each alternative has relative to the other alternatives.
26. When presenting decision-making information to a group, consider adopting round-robin procedures to provide each group member the opportunity to express their views, thereby avoiding dominance of the group discussion by a vocal few.
27. With a behavioral problem such as low morale or absenteeism, look below the surface to understand what the underlying problem really is. Don't just treat the symptom.

Section VI - Development Suggestions

Proficiency: Setting Goals and Standards

1. Ask your peers and subordinates for feedback on how you use power, authority, and influence. (Are you fair? Do you back down too quickly? Do you avoid conflict? Do you come across too strongly? Do you always have to win?)
2. Ask your supervisor and others in the organization for help in understanding the organizational mission, management policies, and customer needs. Make sure that your activities, services, and products are in accordance with those issues.
3. Assign weight to each major project or activity in order to reflect their relative importance (i.e., their contribution to organizational goals). Invest time and money in proportion to these weights.
4. Be aware of the goal and what must be accomplished, and accept the goal as something that you are willing to work for.
5. Be clear and specific about your expectations for development from each employee: deliverables, how performance quality will be measured, timelines, etc.
6. Be factual when analyzing setbacks; avoid personalizing the causes of failure.
7. Be willing to work long hours and sacrifice in the short-term for long-term gains.
8. Before deciding on an issue, solicit input from peers, employees, and managers on where they stand on the issue.
9. Before presenting an option or solution, canvass for opinions and share information in advance, so that those who need to buy in to the issue are not surprised.
10. Break challenging or large tasks into smaller, manageable tasks.
11. Break goals down into subgoals that can be met in two or three months' time.
12. Break projects into milestones, and celebrate when each milestone is reached.
13. Clearly delineate the decisions that employees are fully authorized to make on their own from those that require approval from you or others.
14. Closely link performance and rewards.
15. Confer with your manager and reach agreement on how the outcome of each project/activity contributes in specific dollar-valued ways to the organization's goals.
16. Create rewards that are motivating and meaningful to the employee. Ask the employee for input on what they consider to be a reward.
17. Develop a support system that you can turn to for help with obstacles and setbacks.
18. Discuss objectives thoroughly with subordinates.
19. Draw on peers and supervisors in order to understand your strengths and weaknesses as a manager.
20. Encourage employees to consult with you if they are encountering barriers to goal accomplishment.
21. Examine projects that have been successfully completed in order to identify factors accounting for success.
22. For each project, set goals that are challenging (higher risk) yet achievable (lower risk).
23. Get estimates from everyone who will be working on the goal regarding the time required, resources needed, and dollar value of the goal. This will increase their commitment.
24. Give timely feedback to any employees who are not meeting expectations.
25. Hold regular progress-review meetings so that everyone working on the goals will develop team spirit and work to deliver.
26. If feasible, force yourself to finish a project before moving on to another by establishing short proximal (rather than distant) deadlines for each of the projects.
27. If things are not going according to plan, analyze root causes, attempt to correct, and evaluate whether revisions are necessary to the unit's goals and plans.
28. If you are having trouble reaching your goals, list any obstacles that are impeding you, and decide if the obstacle needs to be addressed or if it will go away if left alone.
29. If you encounter temporary setbacks, analyze the causes of failure and attempt to problem-solve around each.

Section VI - Development Suggestions (continued)

Proficiency: Setting Goals and Standards

30. In assigning yourself and others to new projects and activities, agree on the split of time between these one-time assignments and the regular job.
31. Limit the number of new projects or activities to 3–5 per year.
32. Meet with subordinates on a regular basis to discuss objectives and progress made toward meeting goals.
33. Prepare charts (PERT, Gantt, CPM) that you and your team can use to track and control progress over time.
34. Review the mission, evaluate threats and opportunities in the environment, and plan specific actions each year.
35. Revisit and restate the organization's goals every few months, and demonstrate how the new projects and activities support them in measurable ways.
36. Reward performances by having everyone who is working on the goals recognize the individual contributions of others.
37. Reward performance in two ways: salary for performance against the job description, and bonuses for performance against the objectives of one-time projects and activities.
38. Seek a credible champion of the issue you are aiming to change: someone who will support your position and rally others around it.
39. Set aside concentrated time with your staff to jointly develop goals for the work unit.
40. Train yourself and your staff to distinguish among the following: wishes, activities, goals, standards, quotas.
41. When establishing work goals and expectations with an employee, solicit the employee's input on his or her view of the work goals and the best strategy for accomplishing them; to the extent possible, build on the employee's input in establishing expectations.
42. When you experience temporary setbacks, set the task aside for a short time.
43. When you have a project goal, develop interim goals and timelines, and force yourself to adhere to the schedule.
44. Work with the other party to find the best solution for you both. Commit to the solution and together develop a specific plan to execute it.

Section VI - Development Suggestions

Proficiency: Appraising People and Performance

1. Accept that demands for change are often met with resistance or even resentment. Give the other person an opportunity to accept or reject your feedback and to give their side.
2. Ask employees to identify the areas in which they believe coaching will be most helpful.
3. Ask questions to make sure that the other person has heard and understands you correctly. Have the employee restate what you have said.
4. Ask the recipient if they agree with your feedback and whether or not they have ever been given similar feedback.
5. Be consistent in evaluating performance and in providing feedback; apply the same positive and negative standards to all employees.
6. Be specific, avoiding general comments such as “that was awful.”
7. Before conducting a performance-feedback session, take notes on the key items of information that will be passed along to the employee and stick to these items of information during the feedback session; do not wander off the topic.
8. Before giving the feedback, weigh the pros and cons of changes that might result because of the feedback.
9. Describe in detail the behavior that you are praising when you provide positive feedback, so the employee knows which behavior to continue.
10. Direct feedback toward behavior that can be changed, not toward something a person can do nothing about.
11. Document and remember the positive and the negative aspects of individual performance. (We have a tendency to remember and place too much importance on negative performance.)
12. Make sure that the other person is aware of the repercussions or implications of ignoring the feedback.
13. Help others by identifying the resources and people (yourself included) who can help them to develop professionally.
14. If employees seem uninterested in developing themselves, help them identify areas of their job that they like most, and focus developmental efforts on those areas.
15. If you provide negative feedback, provide it promptly and factually; note the defect, the desired level of performance, and suggested solutions to the performance problem. Do not engage in emotional arguments over the issue with the employee. Stick to “just the facts.” Do not give feedback when you are angry or upset.
16. In giving negative feedback, separate the person from the performance. Do not personalize negative feedback (Do NOT say things like “You are lazy.”). Rather, talk about the behaviors that are wrong (e.g., “this is the third time you are late with a report.”).
17. Let employees know that you are willing to provide feedback, so that they will come to you for advice before mistakes are made.
18. Positive and negative feedback should be provided promptly; do not wait for the performance review.
19. Provide personalized ways of acknowledging excellent performance among employees: personalized notes, letters for-the-record, notations on the performance-appraisal form, acknowledgement in front of senior management, etc.
20. Try to recall instances when your managers tried to use feedback to model behaviors that worked, avoid doing things that you were subject to in the past that affected you adversely.
21. Recognize what the person has done well, and encourage them to build on these strengths.
22. Set a target date to review performance, and provide feedback on a regular basis. For example, decide to review a subordinate’s work every 2 weeks; provide feedback within 24 hours of the review.
23. Set aside time at least once a year to discuss with each employee his/her career aspirations, and provide advice to help him/her get there.
24. Specify a follow-up session to review progress.

Section VI - Development Suggestions (continued)

Proficiency: Appraising People and Performance

25. Take responsibility for the feedback that you are providing, instead of passing along the unanimous opinions of others. Use "I think" or "in my opinion" instead of "you are."
26. To learn to give good feedback, observe and practice the behavior of others. Concentrate on description instead of evaluation or judgment. Give the employee a chance to explain his or her side of the issue.
27. To reinforce positive behaviors, develop a habit of noticing and commending employees for those behaviors.
28. To the extent possible, support employees in their desire to volunteer for temporary assignments or attend formal training programs.
29. When appropriate, assign others to serve in supportive roles: mentor, coach, counselor, trainer, stockholder, champion.
30. When giving feedback, focus on performance, not on personality.
31. When the performance is mixed, clearly separate the positive from the negative. Reinforce the positive, and provide factual corrections to the negative.
32. Work with employees to help them prepare an individual development plan for the next year that lists activities and goals for their personal growth and development.

Section VI - Development Suggestions

Proficiency: Getting Unbiased Information

1. As soon as the interview is over, make notes that capture the facts and feelings you've just uncovered.
2. Ask open-ended questions that require more than a "yes" or "no" answer.
3. Ask others to evaluate your listening skills and then suggest ways to improve them.
4. Avoid thinking about your next question while your respondent is speaking. Pay full attention to what is being said.
5. Be pleasant, positive, and non-judgmental (adult-to-adult, not parent-to-child).
6. Before conducting an interview, write out the question and plan the sequence. Then throw your notes away.
7. Consider proxemics (an individual's use of space). Most manager-subordinate relationships begin in the social zone (from 4 to 12 feet) and progress to the personal zone (from 18 inches to 4 feet) after mutual trust has developed. Smaller or larger distances can make people uncomfortable.
8. Do not show impatience while others are speaking and do not interrupt them.
9. Eliminate barriers to listening, such as an uncomfortable environment, noise, or interruptions.
10. Employ the "funnel technique" (i.e., start with non-directive questions, then use self-appraisal questions, then use directive questions to complete the picture).
11. Look for gaps—what isn't being said—and probe where necessary (e.g., "You haven't mentioned the team's reaction." "They have been pretty angry.>").
12. Maintain a slow, relaxed style when you are trying to elicit feelings or information that might be touchy (confidential, embarrassing, etc.).
13. Since people are likely to say what they think you want to hear, try not to interject your feelings and opinions. Avoid giving them clues.
14. Take an interpersonal communication course to develop skills for communicating one-on-one.
15. Try to imagine yourself in the other person's role, and anticipate how your communication is likely to be received and accepted.
16. Use open-ended questions that keep your respondent doing most of the talking.
17. Use probes that keep your respondent talking (e.g., "I see," "Hmmm, that's interesting," "Tell me more," "Can you elaborate," "Really.>").
18. Use questions like these: "What do you think?" "How did you react?" "How would you handle the situation?" "Why should we turn down their proposal?"
19. When appropriate, conduct a group interview with 3 to 6 people. You can then cross-check to see how widespread the responses are. Also, the comments of each respondent will trigger other responses, giving you a more complete picture.
20. When interviewing more than one person, follow a guideline and ask the same questions, so that you can compare and verify responses.
21. When interviewing or eliciting opinions, remember that the more you get your respondent to do the talking, the more successful you'll be.
22. When the other person has answered your question, summarize to confirm your understanding.
23. When you feel the other person has stopped short of giving you a complete answer, probe to get the additional information (e.g., "That's interesting . . . Tell me more . . . What happened next? . . . How did he react?").
24. When your respondent has stopped answering a question, smile, nod, and pause five seconds before continuing. This gives the respondent time to add something else.

Section VI - Development Suggestions

Proficiency: Listening and Organizing

1. Anticipate the speaker's purpose as you listen; modify your assumptions as you receive new information.
2. Ask open-ended questions that require more than a "yes" or "no" answer.
3. Ask others to evaluate your listening skills and suggest ways to improve them.
4. Avoid expressing or encouraging prejudices (e.g., "Harry never has anything important to say." "Joanne's grammar and diction are atrocious." "Bill takes forever to express himself.>").
5. Be aware of your body language and nonverbal communication. Conflicting nonverbal cues can be stronger than your verbal message.
6. Be concise. Use short, simple words and short, clear sentences.
7. Before responding to others, rephrase the statement or message to confirm understanding and to provide time to formulate a response.
8. Break complex subjects down into smaller ideas, and present these ideas incrementally.
9. Concentrate fully on what is being said. Don't let your mind wander or think about what you are going to say next. Don't try to do other tasks while listening.
10. Confirm the speaker's purpose in sharing the information with you (i.e., what action, if any, is expected).
11. Confirm understanding by rephrasing the speaker's message. Begin with "Let me make sure I understand what you are saying. I hear three main points. First . . ."
12. Confirm understanding by summarizing the speaker's key points.
13. Consider proxemics (an individual's use of space). Most manager-subordinate relationships begin in the social zone (from 4 to 12 feet) and progress to the personal zone (from 18 inches to 4 feet) after mutual trust has developed. Smaller or larger distances can make people uncomfortable.
14. Do not show impatience while others are speaking and do not interrupt them.
15. Eliminate barriers to listening, such as an uncomfortable environment, noise, or interruptions.
16. Focus on content more than process—that is, on what is being said and why, rather than on who is saying it and how they are coming across (since the "who" and "how often" arouse bias).
17. Form mental associations (analogies, examples, illustrations) that will help you to remember.
18. If you disagree with what you are hearing, avoid attacking the presenter; point out some factual disagreements with the ideas and request clarification.
19. If your mind is elsewhere, tell the speaker, "You've caught me at a bad time. My mind is elsewhere. Can we talk later—say, after three?"
20. Interact with the speaker in nonverbal ways to show that you are listening (i.e., nod head, smile when appropriate, maintain eye contact, etc.).
21. Interrupt the speaker when you hear unfamiliar words, inconsistencies, technical jargon, or other barriers to clear understanding.
22. Listen for key words and phrases that embody the speaker's ideas.
23. Make notes of important information you want to remember.
24. Practice listening skills by listening to a news broadcast and testing yourself on how much you can remember.
25. Remember that you learn more while listening than while talking.
26. Take an interpersonal communication course so you can develop skills for communicating one-on-one.
27. Try to imagine yourself in the other person's role, and anticipate how your communication is likely to be received and accepted.
28. Use different wording to summarize the speaker's message: "Are you saying that . . .?"

Section VI - Development Suggestions (continued)

Proficiency: Listening and Organizing

29. Use oral communication to check understanding when: you are exploring complex issues; when confidential or sensitive material is being discussed or uncertainty is being expressed; when a more personal and intimate communication is needed; when practical demonstrations are being given or a relationship is being established; or when immediate feedback and dialogue are desired.

Section VII: Individual Development Plan

This IDP should be used to select your development priorities and the development suggestions you will use to begin improving your competence.

Section VII - Individual Development Plan

Each manager taking the Managerial Assessment of Proficiency (MAP) has a unique set of roles and responsibilities, carried out in a work organization and environment with unique characteristics. Managers also have different sets of co-workers/employees, and therefore your relationships with them are unique.

Because of this, individual development planning is included as an integral part of the Managerial Assessment of Proficiency (MAP). The following guide will help you relate your competency scores, development priorities, personal style, communication style, and managerial style (Theory X and Theory Y) to your own situation and style.

You can use the information presented in sections I through VI of this report to fill in your IDP.

Creating an Individual Development Plan for Competencies

Steps

1. Identify development priorities.

You have been provided lists of development suggestions for from four to 12 competencies assessed by the MAP. Development suggestions were provided to you for competencies because:

- All participants receive a minimum of four sets of development suggestions for their four highest development priorities (and)
- Additional competencies indicated a combination of a lower score with a significant level of importance to your job.

Write your highest development priorities on the Development Planning Worksheet. Development priorities should be based on:

- Competencies that are most important to your job
- Competencies with the lowest scores
- Your own perceptions of your strengths and needs
- Your career goals

Note: You can use the competencies for which development suggestions were produced in your report to identify your development priorities.

2. Identify two or four development activities for each priority.

- You can use the Development Suggestions in your report as a resource for development activities. Keep in mind, however, that these suggestions are merely stimuli for your development. They do not offer hard and fast rules that must be followed.
- Also consider additional activities from such sources as recommendations from your supervisor or a mentor.
- Feel free to create your own development activities as appropriate for your situation.
- Try to combine different kinds of activities (e.g., one on-the-job activity, one workshop, and a few related readings). The variety will reinforce your learning.
- List your activities in the second column of the Development Planning Worksheet.

Section VII - (continued)

Creating an Individual Development Plan for Competencies (continued)

Steps

3. Identify any others who may be involved in your development activities.
 - It is imperative to identify others who will be involved in your development efforts. This will help you as you implement your plan, especially in coordinating the involvement of others.
 - Examples include your supervisor, training and development specialists in your organization, your subordinates, your peers, or a mentor.
 - List those who need to be involved in the third column of the Development Planning Worksheet.
4. Determine a realistic timeframe for completing each development activity.
 - Keep in mind that your development goals should be challenging, but not unreasonable. Do not set timeframes that you cannot realistically meet. On the other hand, do not set a timeframe so far out that you forget about it.
 - You may want to consult your supervisor to help you determine how you will coordinate your development activities with your other work activities.
 - Write your timeframes in the last column of the Development Planning Worksheet.
5. Repeat the process for each development priority.
6. Discuss your completed development plan with your supervisor.
 - Guidelines for conducting a meeting with your supervisor are included on the next page.
 - Make any necessary adjustments to your development plan based on your supervisor's feedback.

Section VII - (continued)

Creating an Individual Development Plan for Styles/Values

1. What one or two actions can I take based on information about my personal style that could improve my managerial effectiveness?

2. What one or two actions can I take based on information about my communication style that could improve my managerial effectiveness?

3. What one or two actions can I take based on my Theory X and Theory Y scores that could improve my managerial effectiveness?

4. What two or three areas related to my communication style, personal style, or managerial style could I use some coaching on?

Section VII - (continued)

Guidelines for Discussing Your Development Plan with Your Supervisor

Admittedly, discussing your development plan with your supervisor may make you feel uneasy or awkward. However, the benefits of such a discussion are substantial:

- You can clear up any misunderstandings in your date.
- You will have a clearer understanding of your supervisor's expectations.
- Your supervisor will have a clearer understanding of your goals and aspirations.
- You and your supervisor will both be committed to your development plan.

Consider the following guidelines for holding a meeting with your supervisor to discuss your MAP results, development plan, and development goals.

- Schedule the meeting in advance. State the purpose of the meeting and indicate to your supervisor that his/her input is important to you.
- Do NOT schedule the meeting as part of your performance appraisal. MAP is designed for developmental purposes only; combining it with your performance appraisal may "muddy the waters."
- Be prepared. You should have given copies of your MAP report and your development plan to your supervisor beforehand. If possible, ask your supervisor to review your IDP.
- Try not to be defensive. This is probably easier said than done; however, keep in mind that this discussion is for your benefit. Try to remain objective so that your MAP results and your development plan can be put to the best use for you.

Section VII - Individual Development Plan

Making Decisions, Weighing Risk

Development Priority	Development Activities	Others Involved	Timeframe

Section VII - Individual Development Plan

Setting Goals and Standards

Development Priority	Development Activities	Others Involved	Timeframe

Section VII - Individual Development Plan

Appraising People and Performance

Development Priority	Development Activities	Others Involved	Timeframe

Section VII - Individual Development Plan

Getting Unbiased Information

Development Priority	Development Activities	Others Involved	Timeframe

Section VII - Individual Development Plan

Listening and Organizing

Development Priority	Development Activities	Others Involved	Timeframe