

MAP Assessment Jon Warner Individual Report 4/13/2003

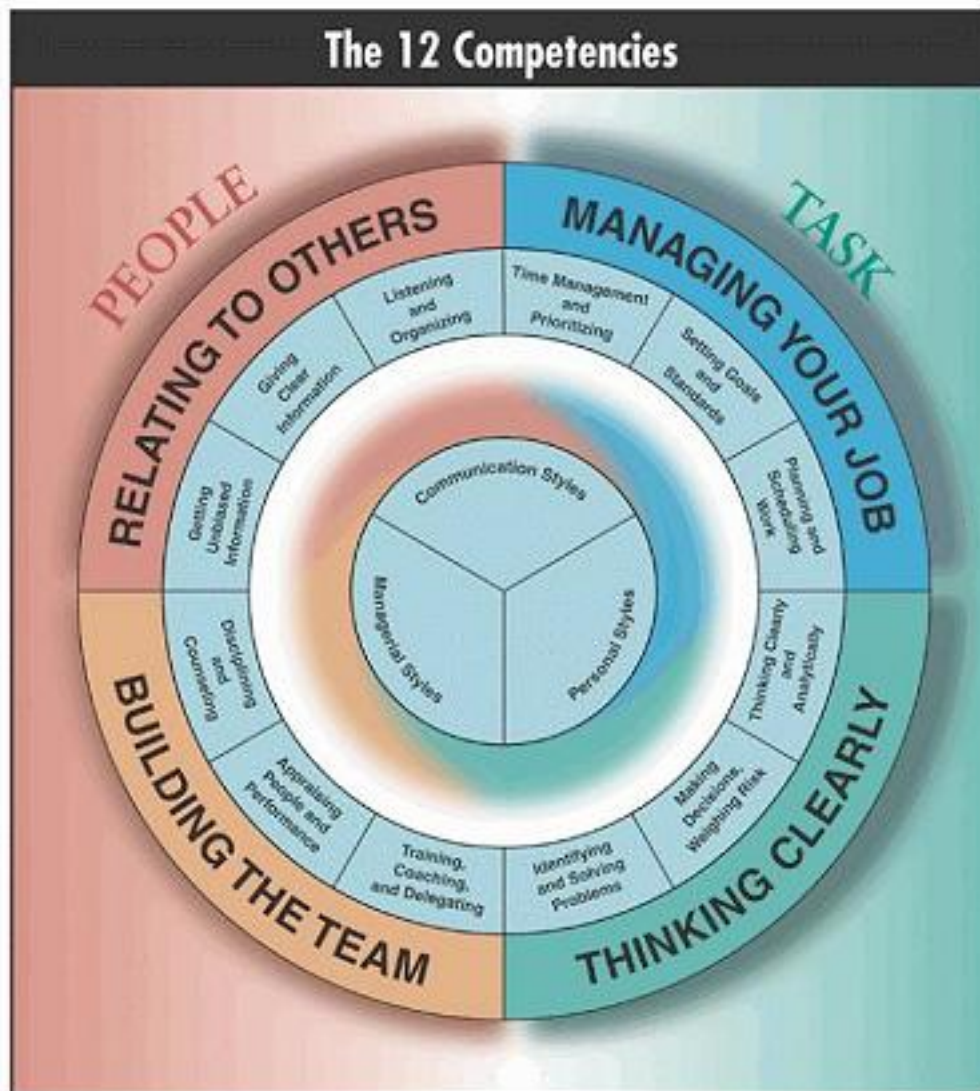


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Introduction

Welcome to the Managerial Assessment of Proficiency (MAP), a proven program that measures 12 key competencies, four personality styles, four communication styles, and two management styles. Results are generated for each participating individual in the MAP program, as well as a department, location, the organization or the industry. Norms are based on the performance of over 80,000 managers in the 600+ organizations that have used MAP over many years.

MAP helps you to find and understand your fundamental strengths: managerial strengths, without which, leadership skills cannot grow and flourish. Generally, effective leaders can have unknown Achilles heels that can often prevent them from achieving their potential. These hidden or unknown weaknesses can often act as the weak link in a chain, hindering organizational goals or a career. These competency deficits are identified and defined by MAP. Since they are competencies, they can ultimately be trained, practiced and mastered.

The profile and information you will see in the report that follows will hopefully act as a personal roadmap and guide to your development as a manager or supervisor.

Section I: Proficiency Profile

This is the core of your assessment results. An overall bar chart report describes your percentile scores for 12 competencies, four personal styles, four communication styles, and two managerial styles. This chart is a simple statistical summary. The rest of this report provides a detailed interpretive report based on these results.



Administrative Competencies

	0%	25	50	75	100%	
MANAGING YOUR JOB						86.0%
Time Management and Prioritizing						26.0%
Setting Goals and Standards						1.0%
Planning and Scheduling Work						37.7%
ADMINISTRATIVE COMPOSITE						

Communication Competencies

	0%	25	50	75	100%	
RELATING TO OTHERS						
Listening and Organizing						0.0%
Giving Clear Information						0.0%
Getting Unbiased Information						0.0%
COMMUNICATION COMPOSITE						0.0%

Supervisory Competencies

	0%	25	50	75	100%	
BUILDING THE TEAM						
Training, Coaching, and Delegating						0.0%
Appraising People and Performance						15.0%
Disciplining and Counseling						17.0%
SUPERVISORY COMPOSITE						10.7%

Cognitive Competencies

	0%	25	50	75	100%	
THINKING CLEARLY						
Identifying and Solving Problems						5.0%
Making Decisions, Weighing Risk						7.0%
Thinking Clearly and Analytically						0.0%
COGNITIVE COMPOSITE						4.0%

AVERAGE PROFICIENCY SCORE						13.0%
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Management Style

Theory X - Parent Child						25.0%
Theory Y - Adult Adult						3.0%

Communication Response Style

EMPATHIC	14					29.0%
CRITICAL	16					99.0%
SEARCHING	12					39.0%
ADVISING	18					49.0%

Personal Style

THINKER	18					8.0%
INTUITOR	35					98.0%
SENSOR	23					19.0%
FEELER	24					54.0%

Section II: Competency Scores with Narrative Explanation

It stands to reason that a good manager-an effective manager, that is, must be skilled in a number of broad areas or competencies considered critical if the manager is to help the organization achieve its goals. The competency scores should help managers to identify personal strengths and weaknesses within 12 specific areas so that they can begin to strengthen and master them.

In this profile, a manager's effectiveness as coach and leader is tied to the following competencies under four cluster headings within the MAP system:

MANAGING YOUR JOB

- Managing and Prioritizing Time
- Setting Goals and Standards
- Planning and Scheduling Work

RELATING TO OTHERS

- Listening and Organizing
- Giving Clear Information
- Getting Unbiased Information

BUILDING THE TEAM

- Training, Coaching and Delegating
- Appraising People and Performance
- Disciplining and Counseling

THINKING CLEARLY

- Identifying and Solving Problems
- Making Decisions and Weighing Risk
- Thinking Clearly and Analytically

This section provides a narrative description of your proficiency level, by competency, for the quartile you scored within. Cluster composite scores are also included.

Composite Score: Administrative Competencies (Managing Your Job)

Your Complete Score on the three ADMINISTRATIVE Competencies is 37%

TIME MANAGEMENT AND PRIORITIZING

YOUR SCORE: 86%

You are quite proficient in managing time effectively. You guard it and are aware of whether it is being invested or wasted. You can prioritize your activities and change them when the goals change. Although your day is filled with interruptions, you are usually able to control them and to exercise a degree of self-discipline, doing most important things first and negotiating priorities when people make demands on your time.

SETTING GOALS AND STANDARDS

YOUR SCORE: 26%

You tend to be activity-oriented. You are kept busy and probably do not give enough thought to the goals and standards that your activity should help you and your people to achieve. More time should be spent setting challenging, measurable, specific, time-based goals and standards for yourself and for those who work with you.

PLANNING AND SCHEDULING WORK

YOUR SCORE: 1%

You find it difficult to exert much influence over the planning and scheduling of activities at work. A variety of interruptions (crash projects, unscheduled delays, non-productive activities) make it very difficult to plan ahead. You are often forced to manage reactively ("putting out fires") rather than proactively, which can be very frustrating.

Composite Score: Communication Competencies (Relating to Others)

Your Complete Score on the three COMMUNICATION Competencies is 0%

LISTENING AND ORGANIZING

YOUR SCORE: 0%

When others are talking, you tend to make inferences and assumptions based on your own experiences and needs rather than on the speaker's frame of reference. Sometimes your mind is elsewhere and your attention is not focused. By withholding judgment and summarizing the message to confirm your understanding, you can greatly improve your listening skill.

GIVING CLEAR INFORMATION

YOUR SCORE: 0%

You sometimes have difficulty organizing and communicating information in a clear, concise, complete, and convincing manner. The meaning of what you want to say is probably clear to you, but the other person has trouble getting the message. There may be barriers or language problems that keep others from a fuller understanding of your communications. Try asking the listener to summarize your message.

GETTING UNBIASED INFORMATION

YOUR SCORE: 0%

You have difficulty phrasing questions in a manner that gets unbiased responses and accurate information. People tend to say what they think will please or impress you. By working on your ability to use non-directive, neutral questions and probes, you can greatly improve the quality and depth of information you are getting from others.

Composite Score: Supervisory Competencies (Building the Team)

Your Complete Score on the three SUPERVISORY Competencies is 10%

TRAINING, COACHING, AND DELEGATING

YOUR SCORE: 0%

You have difficulty developing others to do tasks and to take on more responsibility. Perhaps you lack experience in delegating and are more comfortable handling assignments yourself rather than training and coaching others to handle them. Your ability to analyze human behavior and to use positive and negative reinforcement to influence it is critical to success on this competency.

APPRAISING PEOPLE AND PERFORMANCE

YOUR SCORE: 15%

Assessing the performance strengths and weaknesses of others and their root causes (the analysis of human behavior) does not come easily for you. Giving constructive, corrective feedback may be even more difficult. You need practice in giving feedback to others and getting them to spell out the actions they will take to improve performance.

DISCIPLINING AND COUNSELING

YOUR SCORE: 17%

Disciplining is an unpleasant task for many. You are not comfortable with the process, which involves the following: agreement on performance standards, the nature of the deviation, the consequences of future deviation, the corrective action, a time frame for improvement, and appropriate measures to reinforce acceptable behavior.

Composite Score: Cognitive Competencies (Thinking Clearly)

Your Complete Score on the three COGNITIVE Competencies is 4%

IDENTIFYING AND SOLVING PROBLEMS

YOUR SCORE: 5%

You have a need to improve your skills at problem solving. You tend to confuse symptoms with problems and have shown difficulty in identifying the root causes that must be dealt with. Fortunately, this competency is one that can be greatly improved through training. The problem-solving process can be learned and applied to the problems you face at work.

MAKING DECISIONS, WEIGHING RISK

YOUR SCORE: 7%

Although you make dozens of small decisions with ease every day, you have difficulty when confronted with larger decisions that require the evaluation of many factors. By learning how to construct a decision matrix, how to assign weights to these factors (the "desirables"), and how to score each option (alternative) on each factor, you can greatly improve your performance in this competency.

THINKING CLEARLY AND ANALYTICALLY

YOUR SCORE: 0%

Your performance on this competency shows that you have difficulty recognizing faulty reasoning, shaky assumptions, and inappropriate conclusions. You accept as correct statements which, if examined in greater depth, would prove to be false or weak. By learning the skills associated with analytical thinking and by challenging the information you receive for correctness, you can improve in this competency.

THEORY X AND THEORY Y

Management Style: Parent-Child and Adult-Adult

Theory X - Parent Child 25

Theory Y - Adult Adult 3

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.

	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.

Underlying assumptions about Theory X and Theory Y Managerial Style

THEORY X ASSUMPTIONS
People are naturally lazy; they prefer to do nothing.
People work mostly for money and status rewards.
The main force keeping people productive in their work is fear of being demoted or fired.
People remain children grown larger; they are naturally dependent on leaders
People expect and depend on direction from above; they do not want to think for them selves.
People need to be told, shown, and trained in proper methods of work.
People need supervisors who will watch them closely enough to be able to praise good work and reprimand errors.
People have little concern beyond their immediate, material interests.
People need specific instruction on what to do and how to do it; larger policy issues are none of their business.
People appreciate being treated with courtesy.
People are naturally compartmentalized; work demands are entirely different from leisure activities.
People naturally resist change; they prefer to stay in familiar territory.
Jobs are primary and must be done; people are selected, trained and fitted to pre defined jobs.
People are formed more by heredity, childhood and youth; as adults they remain relatively static; old dogs don't learn new tricks.
People need to be "inspired" or pushed or driven.

THEORY Y ASSUMPTIONS
People are naturally active; they set goals and enjoy striving.
People seek many satisfactions in work: pride in achievement enjoyment of process; sense of contribution; pleasure in association; stimulation of new challenges,
The main force keeping people productive in their work is desire to achieve their personal and social goals.
People normally mature beyond childhood; they aspire to independence, self-fulfillment, responsibility.
People close to the situation see and feel what is needed and are capable of self-direction.
People who understand and care about what they are doing can devise and improve their own methods of doing work.
People need a sense that they are respected as capable of assuming responsibility and self-correction.
People seek to give meaning to their lives by identifying with larger causes.
People need ever-increasing understanding; they need to grasp the meaning of the activities in which they are engaged; they have cognitive hunger as extensive as the universe.
People crave genuine respect from their fellow man.
People are naturally integrated; when work and play are too sharply separated both deteriorate.
People naturally tire of monotonous routine and enjoy new experiences; in some degree everyone is creative.
People are primary and seek self- realization; jobs must be designed, modified and fitted to people.
People constantly grow; it is never too late to learn; they enjoy learning and increasing their understanding and capability.
People need to be released and encouraged and assisted.

Interpreting your X and Y scores

Although most people will score on both scales (or have both styles to some extent) if one of your scores is high and one score is low, you show a clear preference for the high score.

If both scores 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 clear and consistent management style. Perhaps you are relatively new to supervision, or are in a job where you manage tasks more frequently than you than people.

Of course, there are no right or wrong scores. The appropriateness of your two scores depends upon the work environment, the people you supervise, and your own evolution as a manager (as well as the specific situations in which you are expected to manage every day).

The table on the page overleaf 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 your beliefs in certain situations.

Remember that your score (and those of any raters if you elected to do a 180 or 360 degree feedback version) was based on your answers to the thirty questions in the Managerial Style Questionnaire.

Managerial Style in relation to specific competencies

Your scores from the managerial style questionnaire will have a direct impact upon how you perform in a number of different competency areas. On this and the next three pages, you will find how a theory X style manager and a theory Y style manager is likely to perform in each competency area (accepting that this is a general guide only as actual performance will be highly situational dependent).

THE ADMINISTRATIVE COMPETENCIES ..as applied by two styles of managers

	Parent to Child (Theory X)	Adult-to-Adult (Theory Y)
Time management and Prioritizing	Activity oriented...wants to see people keeping busy the whole time.	Results oriented...there should be quiet times and moments for reflection and planning.
	Manages the time of others, who can't be expected to know the priorities.	Trusts people to manage their own time and does not second-guess them on priorities.
	Everything must get done sooner or later, so keep working. Time is something you spend.	Getting everything done is not as important as getting the right things done. Time is something you invest.
	Expects people to be available whenever they are needed ... "putting in time" is of prime importance.	Recognizes that people have many priorities and aren't always available ... achieving results is more important than putting in time.
Setting Goals and Standards	Assigns tasks and activities, often without explanation of why (goals).	Assigns goals and standards, explains what the results should look like and why.
	Tells employees the details of how a goal or standard should be met.	Lets employees work out the details of how a goal or standard should be met.
	Believes that employees don't need or want to know goals and standards. They are happy so long as they are busy.	Believes that employees have a critical stake in knowing the goals and standards and that the tracking of performance toward them is a key source of motivation.
	Sets personal goals that may be unrealistically high or low, since the activity is often seen as threatening.	Sets personal goals that are challenging but achievable, since the activity is seen as one of growth and development.
Planning and Scheduling work	There's no time to plan or schedule. Besides, things never go according to plan anyway, so why bother.	Planning, scheduling, controlling is part of every job. We must "take time to make time".
	Sees activity as productive (visible output) and may distrust planning as a poor substitute for working.	Sees planning as working. Effective planning should enable people to work smarter rather than harder.
	Planning and scheduling are responsibilities of management, since employees (children) can't be expected to know how to handle it.	Planning and scheduling are part of any task or assignment, and are thus the responsibility of everyone. Managers and employees must confer on how to handle it.

THE COGNITIVE COMPETENCIES ..as applied by two styles of managers

	Parent to Child (Theory X)	Adult-to-Adult (Theory Y)
Identifying and Solving Problems	Believes that management has the responsibility and superior experience to solve problems and employees should not attempt it themselves.	Believes that the employees closest to the problems are in the best position to solve them, given proper training and coaching.
	Sees empowerment as a threat to quality as unprepared employees attempt to solve problems themselves.	Sees empowerment as a means of affixing responsibility with teams and work groups, where it belongs.
	May at times be more interested in affixing blame than in resolving problems.	Avoids blaming employees, prefers to view problems as opportunities for learning ... live case studies.
	Sees problems as a curse or screw-up on someone's part.	Sees problems as a natural part of any endeavor.
Making Decisions and Weighing Risk	It is the role of a manager to make decisions and the role of employees to put these decisions into action.	Many decisions can and should be made by employees. Managers and employees should work out in advance the types of decisions each is responsible for.
	Tends to base decisions on subjective factors and gut feelings. The process is sometimes emotional.	Tends to base decisions on objective data. Weighs the alternatives on different factors, sometimes with a decision matrix. Takes a rational, unemotional approach.
	The ability to make decisions is a major source of power. To delegate or share it means a loss of personal power (influence).	Empowerment means more effectiveness for everyone. Employees will be more committed to the successful outcome of decision that they researched and made.
Thinking Clearly and Analytically	Tends to oversimplify and to polarize issues as black and white.	Tends to see many shades of gray when analyzing people and situations.
	Often unaware of personal bias or of alternative ways of viewing things.	Solicits opinions and viewpoints of others so as to get a broader perception of things.
	May lead with the heart and follow with the head.	Keeps facts and feelings separate, treating reason and emotion with equal respect.
	Jumps to premature conclusions, does not look for evidence or assign weight, is easily victimized by faulty logic.	Takes time to weigh evidence, explore alternatives, test assumptions and evaluate the soundness of the input (premises) and output (conclusions)

THE COMMUNICATION COMPETENCIES ..as applied by two styles of managers

	Parent to Child (Theory X)	Adult-to-Adult (Theory Y)
Listening and Organizing	May not spot gaps or inconsistencies in what others are saying.	Probes to confirm understanding and get closure.
	Believes that people say what they mean and mean what they say.	Believes that people aren't always sure what they want to say.
	Fails to summarize or confirm understanding. Assumes that message clarity is the speaker's responsibility.	Confirms and seeks closure with summary: "Let me see if I understand what you've been saying. You feel that ..."
	Often better at listening for facts and content than for feelings and intent.	Pays as much attention to the speaker's intent as to the message content ... works to answer the question, "Why are you telling me this?"
Giving Clear Information	Believes that one person is the sender and the other is the receiver of information. Therefore, the ability to make an effective (commanding, one-way) presentation is the key to influencing others.	Believes that both parties have information to give and get, and that this is done via dialogue from the Greek words dia ("through") and logos ("meaning logic"). Dialogue literally means working the meaning through two or more people.
	Believes that attitudes are hard to change but that it can be done by conveying the right information.	Believes that attitudes can be changed better by asking questions than by giving information ... deductive (Socratic) discussion and dialogue rather than inductive lecture.
	Sees breakdowns in communication as the other person's fault ... "You didn't listen when I told you".	Sees communication as a two-way street ... both parties are responsible for making sure that understanding is complete.
Getting Unbiased Information	Believes people (children) should be seen and not heard ... does not probe for verification.	Believes that the speaker deserves full attention and a "clean slate" (no prior listener bias or assumptions of source credibility).
	Often better at listening for factual information than for feelings and thoughts.	Probes for feelings ("Why are you telling me this?") as well as for fact ("What information are you conveying?")
	Uses directive questions that tend to bias the respondent into saying what is expedient (i.e., the reply is often guarded, incomplete and phrased in acceptable terms).	Uses the full repertoire of questions (directive, non-directive, self-appraisal, probes) to get the full message (content and intent).

THE SUPERVISORY COMPETENCIES ..as applied by two styles of managers

	Parent to Child (Theory X)	Adult-to-Adult (Theory Y)
Training Coaching and Delegating	The glass is half empty...there's so much that our people must learn and so little time to teach it (show and tell, inductive method).	The glass is half full ... we can train our people by building on what they already know (Socratic, deductive method).
	My role is to tell them what they need to know to perform effectively.	My role is to help them to learn by experience with hands-on activity in a low-risk, fail-safe environment.
	They are dependent on me to share my experience and knowledge.	They are self-dependent as long as we provide the needed resources (mentors, co-workers, instructors).
	Believes that training can and should be delegated to HRD people who are the experts.	Believes that training of one's team is too important to be delegated (it can only be abdicated!)
	Sees the teacher's role as active and the learner's as largely passive, submissive, listener _ "don't interrupt or challenge".	Sees the learner's role as active and teacher's role as an arranger of learning experiences welcomes interruptions and challenges.
Appraising People and Performance	Gives little if any specific feedback. The judgmental manager (Hard X) is critical and hard to please, whose the nurturing manager (Soft X) gives overall and general encouragement without pinpointing specific correct and incorrect behavior.	Gives regular feedback, both complimentary and corrective, so that both types are seen as normal and welcome. Such feedback is thus reinforcing (i.e., effective in shaping the desired behavior)
	Sometimes waits until annual appraisal to evaluate. Performance reviews contain surprises and may be emotional.	Gives regular feedback so that annual appraisals are surprise-free ... a time for taking inventory, identifying trends, and planning future growth actions.
	Wants the employee to know how he/she "stacks up" in the eyes of a superior's expectations.	Wants the employee to appraise self and thus internalize the standards and the responsibility (self-management)
Disciplining and Counseling	Sees discipline as a negative action that maybe taken to punish to make a point or get even.	Sees discipline as a constructive action that must be taken to restore behavior to desirable levels.
	It's the person that is unacceptable and must be corrected.	It's the behavior that is unacceptable and must be corrected.
	May avoid discipline in the hope that the problem or deviation will go away or get better on its own.	Sees the need to correct inappropriate behavior when it is first recognized, before it becomes habit and thus harder to correct.

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.

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.



COMMUNICATION RESPONSE STYLE INTERPRETATION

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: 99%

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.

SEARCHING RESPONSE**YOUR SCORE: 39%**

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: 49%**

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 CRITICAL response was used most often, the ADVISING response next, the SEARCHING response was third, and the EMPATHIC 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.

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. On the pages overleaf are the four styles and your scores in each of them.



PERSONAL STYLE INTERPRETATION

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:

THINKER

YOUR SCORE: 8%

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.

INTUITOR

YOUR SCORE: 98%

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.

SENSOR

YOUR SCORE: 19%

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.

FEELER

YOUR SCORE: 54%

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.

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)
Worthy but aloof. Impersonal. Goes off on tangents. Not mindful of your time.	Likely to demonstrate their imagination in their selection of new-wave furnishings and dcor. Those in 'think' occupations and professions have offices resembling many mini think-tanks: round conference tables, chalkboard or notes pinned to walls, offbeat periodicals.	Hard to predict. May be like 'absent-minded professor,' more into ideas than image, ala 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.	original imaginative creative broad-gauged charismatic idealistic intellectually-tenacious ideological	unrealistic 'far-out' fantasy-bound scattered devious out-of-touch dogmatic impractical

THINKER

Typical Telephone Behavior	Typical Office Decor or Surroundings	Typical Style of Dress	When Seen as Effective (Strength)	When Seen as Ineffective (Weakness)
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	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.	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.	effective communicator deliberate prudent weighs-alternatives stabilizing objective rational analytical	verbose indecisive over-cautious over-analyzes unemotional non-dynamic controlled and controlling over-serious, rigid

FEELER

Typical Telephone Behavior	Typical Office Decoror 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 Decoror 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>

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

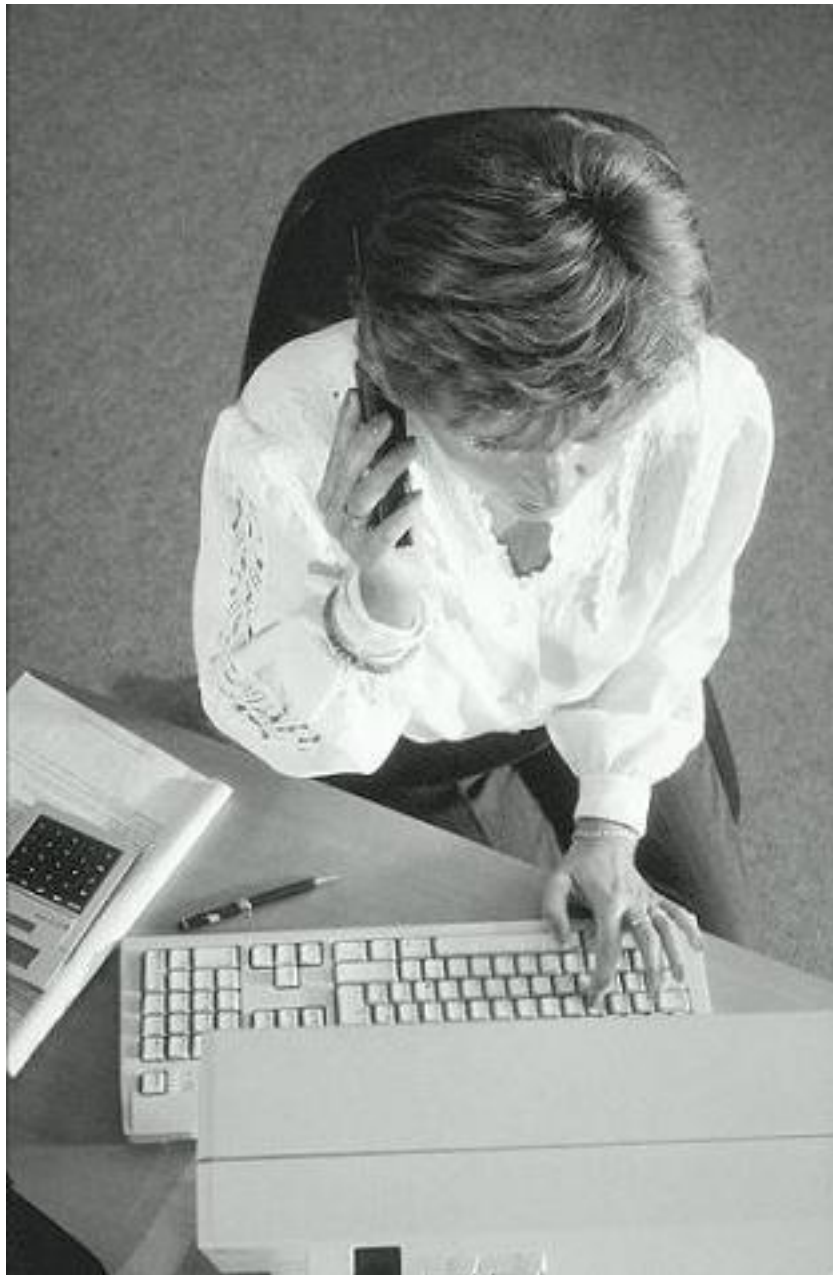
To the Sensor:

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. In other words, you need to review your competency scores in relation to their relative importance to your role and the situation in which you operate.



Development Priorities

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

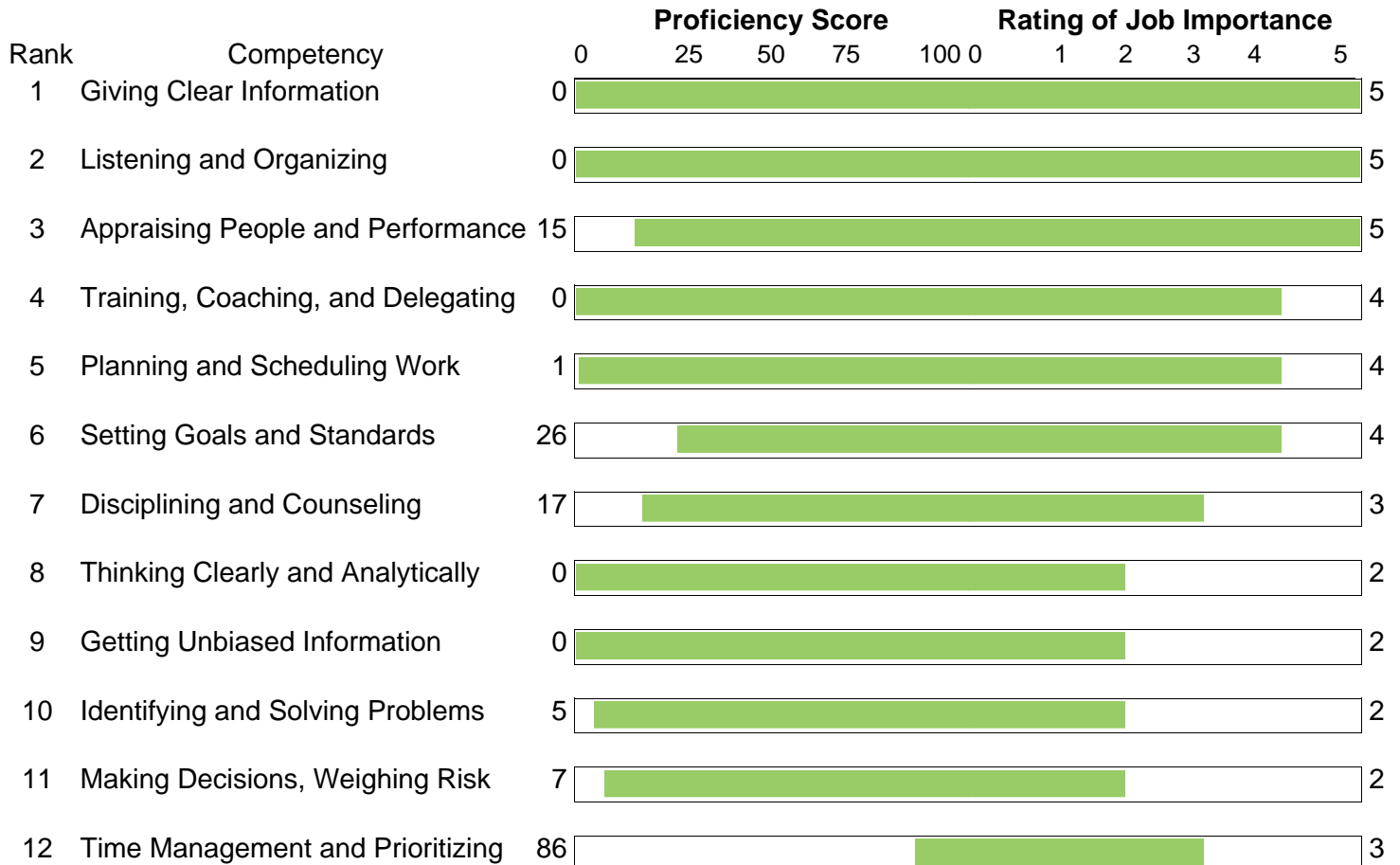
Your most important development priorities are ranked from a combination of:

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.



Competency: Planning and Scheduling Work

- 1 Ask your superior 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.
- 2 Assess how well you structure your work by consulting with managers, peers, and employees.
- 3 Assign time estimates for each activity, factoring them with the formula that assigns weights to the optimistic, most-likely, and most-pessimistic estimates.
- 4 Before launching a project, brainstorm with team members to identify the many things that can go wrong. Forewarned is forearmed.
- 5 Conduct a study to measure productivity in your work group. Calculate the ratios of output to input: transactions per hour, minutes per customer served, deliveries per miles driven, service calls per day, etc.
- 6 Confirm the project goals and expected outcomes in terms that are measurable, observable, and relevant to the organization's objectives.
- 7 Consider incorporating the voice of the internal and external customer into problem analysis. Reward your employees for incorporating customer feedback into solutions.
- 8 Construct a flow chart that shows the relationships and interdependencies of each activity and event.
- 9 Continuously evaluate how well the organization/department is doing in achieving its objectives. Have regular meetings to keep your department informed.
- 10 Create a large bulletin board or whiteboard and use it to list objectives and accomplishments to date toward meeting them.
- 11 Create a personal checklist to track how many deadlines are met in advance, how many are met on time, and how many are missed.
- 12 Determine which project activities are linear (sequential, done in series) and which are branching (simultaneous, done in parallel).
- 13 Develop project-management tracking systems that alert you to missed interim dates or deadlines.
- 14 Develop standards of work-unit performance, and communicate them to employees.
- 15 Discuss with subordinates how to practice and manage quality in everything that your department does. Ask them what 'quality' means to them.
- 16 Encourage the improvement of your employees' attitudes, skills, and performance in order to improve the quality of services, products, and processes.
- 17 Encourage your employees to see problems as opportunities to improve the quality of services, products, and processes.
- 18 Establish an incentive system to reward suggested improvements that generate money or save that money (e.g., giving a percentage of money saved/generated to the employee).
- 19 Examine projects that have been successfully completed in order to identify factors accounting for success.
- 20 For each of your unit's goals, develop a detailed plan through consultation with others that specifies how you will accomplish the goal and by when, and the kinds of resource support needed to make it happen.
- 21 Formulate an operational plan by: defining the objectives; designing the organization in order to achieve the goals and objectives; assigning responsibilities; allocating the resources; and becoming aware of potential problems.
- 22 Have a staff meeting to establish priorities. Assign capable subordinates to head up projects and report to you.
- 23 Hold brief meetings once a week on the different factors affecting quality. List those factors where the opportunity for improvement is the greatest.
- 24 Identify each activity as value-adding or non value-adding, and simplify the project design so as to maximize the productive, value-adding time.
- 25 Identify the critical path on your PERT or Gantt chart and adjust time and money on the

- other (slack) paths so as to keep the critical path on target.
- 26 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.
- 27 List the resources that will be necessary to reach objectives, and decide how each resource will be obtained. Request that each employee specify his or her resource needs in order to accomplish assignments.
- 28 Post the numbers weekly or monthly to show output on the projects or tasks being done. This keeps a sharp focus on performance.
- 29 Read and review documents that cover management policies affecting your job duties and responsibilities.
- 30 Review the mission, evaluate threats and opportunities in the environment, and plan specific actions each year.
- 31 Set aside concentrated time with your staff to jointly develop goals for the work unit.
- 32 Submit success stories to the organization's newsletter, the local newspaper, trade journals, etc. Share reprints with members of your work group.
- 33 Train your work group in the basic techniques of methods-improvement and work simplification.
- 34 When mistakes are made, determine reasons why and find ways to prevent them from happening again.

Competency: Identifying and Solving Problems

- 1 Review effective and ineffective decisions to identify systematic factors that account for successful and failed decision processes and outcomes.
- 2 Ask each group member if he or she was treated fairly by the leader and others.
- 3 Ask the group members what is hindering them from completing their tasks.
- 4 Avoid the need to gather and analyze too much data before making a decision.
- 5 Be aware of the goal and what must be accomplished, and accept the goal as something that you are willing to work for.
- 6 Before reaching a decision, evaluate the factual data and argue out in your own mind the pros and cons of various optional courses of action. That will enable you to confidently reach and present a decision and stick with it.
- 7 Before reaching a decision, make sure that all involved agree on the definition of the problem.
- 8 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.
- 9 Before you begin to try to solve a problem, identify the data that you need in order to reach a solution, and decide how that data can best be obtained.
- 10 Consider incorporating the voice of the internal and external customer into the employee performance-appraisal and feedback process. Reward your employees for positive feedback from customers.
- 11 Consider multiple-decision alternatives, including the worst-case scenario for each decision.
- 12 Consider your problem-solving skills and list three skills that you would like to improve. Ask your superior or peers for suggestions to help you improve.
- 13 Consult others about your decision style and speed; consider this information as a basis for improvement.
- 14 Create a climate in which your subordinates can raise problems and issues in front of each other at meetings.
- 15 Develop a support system that you can turn to for help with obstacles and setbacks.
- 16 Develop disciplined decision processes in your work group whereby all elements of the decision must be backed with researched information.
- 17 Develop disciplined decision processes in your work group whereby all elements of the decision must be backed with researched information and planned action.
- 18 Discuss with other managers the data that you collect concerning a problem. Ask them for their diagnosis of the information.
- 19 Emphasize activities that are inclusive (for the entire work unit, teams, etc.).
- 20 Encourage co-workers to establish informal boundaries around their job duties, so that they can readily reach out and assist a peer if the work calls for it.
- 21 Encourage the improvement of your employees' attitudes, skills, and performances in order to improve the quality of services, products, and processes.
- 22 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 adoption of an alternative strategy relatively early, before the negative consequences of the decision loom large.
- 23 For major decisions, revisit them more than once.
- 24 Have brainstorming sessions to come up with alternate solutions to problems. Record all ideas without judging any.
- 25 Have the group leader specify the expectations of the group members.
- 26 Help the team members decide how they will communicate within the group, and how decisions will be reached.
- 27 Hold brainstorming sessions.
- 28 Hold group workshops to explore different perspectives of problems.

- 29 If open communication is an objective, encourage it by demonstrating equity and fairness regardless of the ideas expressed.
- 30 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.
- 31 If you encounter temporary setbacks, analyze the causes of failure, and attempt to problem-solve around each.
- 32 If you tend to rely on your superiors for decision-making, force yourself to formulate alternatives, and then present recommendations instead of the problem to your superior.
- 33 Immediately after group formation, have the group identify the issues that they consider to be the most important concerns, and suggest ways in which these can be overcome.
- 34 Set up a suggestion system and develop mechanisms for prompt response to the suggestions.
- 35 Invite contributions from others and be willing to listen to and discuss their ideas.
- 36 Involve others in your problem-solving process. Ask for help when needed.
- 37 Keep a record of problems that arise so you can identify recurrent ones.
- 38 List all of the solutions to a problem that you can think of before you begin to evaluate them. Hold a brainstorming session.
- 39 Make sure that employees understand that quality-improvement efforts involve them. Include employees in the decision-making process so that they feel personal responsibility for accomplishing goals.
- 40 Observe how leadership emerged in the team.
- 41 Recognize that a team will go through phases. Assign tasks based on the phase that the team is in.
- 42 Since most decisions are made with imperfect information, it is important to be conscious of the decision shortcuts all people take, such as not considering all the alternatives, or being influenced by whether the decision is framed as a gain or loss. Develop strategies to counter these tendencies.
- 43 Sort out issues being discussed and decide which issues are critical.
- 44 Talk to others in your organization about how they can incorporate risk-taking into their decision-making process.
- 45 To avoid 'groupthink,' require members of your work unit to research and argue the alternative viewpoint to play the devil's advocate. It will add to their understanding of the implications of each choice.
- 46 Try to involve those in the problem-solving process who will be most affected by a controversial decision.
- 47 Use a factual approach to decision-making by systematically collecting valid and reliable data; rely on this data rather than on emotions, even if the decision is unpopular. In turn, explain decisions in terms of data, not emotions.
- 48 When making an uncertain decision, screen alternatives to determine how much risk each alternative holds relative to the other alternatives.
- 49 When mistakes are made, determine reasons why and find ways to prevent them from happening again.
- 50 When presenting decision-making information to a group, consider adopting round-robin procedures so that group member has the opportunity to express his/her views, thereby avoiding dominance of the group discussion by a vocal few.
- 51 When there is a problem that affects a group of employees, attempt to devise a solution through the group.
- 52 With a behavioral problem such as low morale or absenteeism, look deeply to understand what the underlying problem really is. Don't just treat the symptom.

Competency: 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.

- 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.

Competency: 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.
- 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.

Competency: Disciplining and Counseling

- 1 After discussions with the relevant employee, document significant incidents of poor performance or corrective/disciplinary actions taken and send a copy to the employee.
- 2 Assess your interpersonal style by taking a questionnaire such as the Myers-Briggs; understand your own need to lead or follow, to think concretely or abstractly, etc. before you enter into a negotiation process.
- 3 Be consistent and fair in responding to employees_use the same standards for all employees.
- 4 Be consistent in applying all organizational rules and policies; avoid making exceptions.
- 5 Be specific with subordinates about their ratings, and help each person develop a plan to improve weaknesses and capitalize on strengths.
- 6 Document all corrective/disciplinary actions taken.
- 7 Encourage employees to approach you with their problems before they reach the grievance level.
- 8 Get employees involved in problem-solving and goal-setting. Help them to develop a sense of ownership.
- 9 Explain to employees how you reached the performance-appraisal conclusions, and encourage them to present their point of view when you meet with them individually.
- 10 Familiarize yourself with the organization's procedures for rewarding and disciplining performance.
- 11 Familiarize yourself with the organization's employment policy and rules regarding labor relations.
- 12 Follow up on the employee's behavior after taking corrective action.
- 13 Give feedback as soon as possible.
- 14 If an employee has performed a duty poorly, follow up immediately and express your concerns. Try to understand root causes, offer solutions, and set clear expectations on how the performance is to be corrected, and by what due date.
- 15 If employees are dissatisfied with something at work, encourage them to use the organization's grievance and/or complaint/suggestion systems.
- 16 If you are preparing to take an adverse action against an employee, follow a successive discipline policy, inform the employee, and maintain accurate documentation.
- 17 In cases of disciplinary action, get the employee to agree that a problem exists. Then discuss alternate solutions, and mutually agree on the best action to solve the problem.
- 18 Remember that your relationship with the employee or manager continues; try to create a solution that both parties can live with after this issue is over.
- 19 Whenever possible, aim for a collaborative rather than an adversarial solution.

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.



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.

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.

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.

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 information about 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?

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.

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?

Planning and Scheduling Work

Development Priority	Development Activities	Others Involved	Timeframe

Thinking Clearly and Analytically

Development Priority	Development Activities	Others Involved	Timeframe

Identifying and Solving Problems

Development Priority	Development Activities	Others Involved	Timeframe

Appraising People and Performance

Development Priority	Development Activities	Others Involved	Timeframe

Disciplining and Counseling

Development Priority	Development Activities	Others Involved	Timeframe