

*Managerial
Assessment of
Proficiency*
MAP[™]



**Participant Workbook and
Handouts—Form S**

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*The Personal Style Assessment, Communication Response Style Assessment, MAP Response Sheet, and the Proficiency Profile Jacket are separate products provided with your Participant Workbook.

Workshop Agenda for

MORNING: ASSESSING THE NEED

Suggested Time	Activity
30 min.	Welcome to MAP: Introductions, why we're here, what MAP is/isn't, benefits to individuals and the organization, the day's agenda, guidelines for getting your best score.
5 min.	Videotape: Narrator's introduction, the self-scored test, the organization, the organization chart and mission statements with cast of characters. (pp.17–25)
25 min.	Videotape: Bill's Staff Meeting... Items 1–57 (pp. 26–29)
5 min.	Worksheet: Jim's Management Planning Sheet... Items 58–75 (pp. 30–33)
15 min.	BREAK
10 min.	Videotape: Bill's Preparation of Jan... Items 76-84 (pg. 34)
10 min.	Handout: Personal Styles Worksheet ▲‡
7 min.	Videotape: Shirley & Jim Discuss a Problem... Items 85–100 (pp. 35–36)
9 min.	Videotape: Bill Delegates to Brian... Items 101–113 (pg. 37)
7 min.	Videotape: Brian Delegates to Jose... Items 114-118 (pg. 38)
11 min.	Videotape: Jan Interviews Ted for a Job... Items119-141 (pp. 39–40)
11 min.	Worksheet: Should Jan Hire Ted?... Items 142-164 (pp. 41–44)
15 min.	BREAK
7 min.	Videotape: Bill Discusses a Problem Employee with Jim... Items 165-181 (pg. 45)
10 min.	Worksheet: Shirley's Flextime Memo... Items 182–201 (pp. 46–49)
15 min.	Communication Response Style Worksheet ▲‡
20 min.	Bill meets with Jan for her Performance Review... Items 202-234 (pp. 50-53)
12 min.	Videotape: Jim's Counseling of Fred... Items 235–251 (pp. 54–56)
12 min.	Videotape: Bill's Reassignment Meetings with Shirley and Jim... Items 252–266 (pp. 57–59)
2 min.	Demographic Questions

▲ It is preferable to have participants complete and return the Personal Styles Worksheet and Communication Response Style Worksheet prior to taking the MAP.

‡ It is recommended that Personal Styles Worksheets and Communication Response Style Worksheets completed during the assessment be scored by the facilitator.

Workshop Agenda for AFTERNOON: INTERPRETING RESULTS AND PLANNING FOR DEVELOPMENT

Suggested Time	Activity
10 min.	Answering Your Questions: (p. 65) Answer questions and address concerns from Session One
20 min.	Self-Assessment of Managerial Competencies: (p. 21) Small Group Exercise
15 min.	Management Styles and Values: (pp. 112–114) Review Theory X and Y principles
15 min.	Management Styles and Values: (p. 115) Review Communication Response Styles
15 min.	Management Styles and Values: (p. 115) Review Personal Styles
10 min.	BREAK
30 min.	Analyzing Bill Taylor’s Competencies: (p. 117) Review Competency Principles/Guidelines in small groups
20 min.	Relating Styles/Values to Competencies: (p. 133) Small Group Exercise
20 min.	Analyzing Group Profile
15 min.	Return Individual Profile and Break
60 min.	Preparing an Individual Development Plan: (p. 147) Complete Individual Development Plan handout and provide one-on-one interpretation and planning
5 min.	Next Step Commitment: Solicit from group individual commitment for follow-through on IDP

MAP Participant Materials

Session One: ASSESSING THE NEED

1. **Welcome to MAP**
2. **Guidelines for Putting Your Best Foot Forward**
3. **Workbook**
4. **MAP Response Sheet** and pencils
5. **Personal Style Assessment** (separate booklet)
6. **Communication Response Style** (separate booklet)
7. **Answering Your Questions**

Session Two: INTERPRETING THE RESULTS AND PLANNING FOR DEVELOPMENT

8. **Self-Assessment of Managerial Competencies**
9. **Objectives of the MAP Program**
10. **Sample Proficiency Profile**
11. **Interpreting Your Scores**
12. **Group's Proficiency Profile** (generated through computer scoring)
13. **Proficiency Profile Jacket** (for Individual Profile to ensure confidentiality)
14. **Individual Profile** (computer print-out, to be inserted in No. 18)
15. **Envelope for Returning Profiles**
16. **Analyzing Bill Taylor's Competencies**
17. **A Five-Step Cycle for Competency-Based Management Development**
18. **Relating Styles/Values to Competencies**
19. **Preparing an Individual Development Plan**
20. **Personal Development Options**
21. **Bill Taylor's Profile and IDP**
22. **Individual Development Plan**

*Managerial
Assessment of
Proficiency*
MAPTM



Welcome to MAP

A brief overview of the reasons, process, and benefits of going through the ***Managerial Assessment of Proficiency*** so you can take inventory of personal strengths and plan your development accordingly.

Congratulations!

You will soon be embarking on a program designed to deepen your understanding and appreciation of a very important person... you.

Has it ever occurred to you that we probably know other people with whom we work or share our lives far better than we know ourselves? It's a fact. You could write pages describing your loved ones or your close business associates... and with great precision. Could you do the same on yourself? And how accurate would your self-perceptions be?

It's been said that the most precious resource an organization has is its management talent. Whether an organization grows, remains static, or declines is largely a function of how well the members of the management team relate to one another and to their responsibilities.

This requires a knowledge of relative strengths so that each manager can (a) develop a plan for personal growth, and (b) know when and how to draw on the strengths of other members of the management team.

Yet managers have traditionally lacked meaningful feedback to help in their development. We are buried in computer printouts that monitor the performance of every system except the human one. The shortcomings of performance appraisal systems are well known, as is the bias toward "excellent" and "superior" ratings when managers evaluate their subordinate managers.

In short, organizations have lacked an objective means of taking inventory of their management talent. And individual managers and supervisors have lacked a reliable database that could help in career planning, the selection of training programs, assignment to certain projects and task forces, the seeking of appropriate mentors and role models, and other forms of management development.

That's why the ***Managerial Assessment of Proficiency*** has a special meaning for you. It will provide you with insights you've not had before... it will help you to see yourself as others see you... it will enable you to take an objective and comprehensive inventory of your strengths.

Specifically, it will provide you with data on how you compare with thousands of other managers and supervisors who have been through **MAP**, and it will do this on 12 competencies, two management styles, and eight personal values relating to how you perceive and communicate.

How does **MAP** work? Participants evaluate a series of interactions and activities between a manager and four supervisors who report to him. After each episode, you will indicate what you agree or disagree with about the behavior of the manager and/or supervisor(s) you just observed by responding to the true/false items that follow each episode. These are then scored by computer, and your competency styles and values scores are reported on a proficiency profile, indicating your relative strengths.

As you go through **MAP**, the managers you'll be watching will seem very real. You will see some of yourself in the actions of each of them. And you'll realize that their behavior is appropriate at times and inappropriate at other times. By telling us which actions you agree or disagree with, you'll be indicating your understanding of the competencies measured by **MAP**. **MAP** also assesses your tendencies on 10 managerial styles and values that will influence how effectively one uses these competencies on the job. And that's what **MAP** is all about.

We hope you, like tens of thousands of other managers who have experienced **MAP**, use the information contained in your proficiency profile to grow and develop both personally and professionally.

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**Guidelines for Putting Your
Best Foot Forward**

Guidelines for Putting Your Best Foot Forward

1. A True-False or no-answer format is used to record your responses to the 266 items on the **MAP**.
2. **MAP** measures your present competency, not your vocabulary or intelligence. If you don't understand a word or concept or figure of speech, raise your hand and we'll try to help. This is especially true if English is your second language.
3. Do not be concerned by the fact that the forms, policies, or procedures shown in **MAP** are not the same as in your organization. You are not being asked to compare them. Rather, base your answers on the degree to which forms, policies, and procedures are appropriate and effective as tools of management.
4. You are encouraged to take notes throughout the **MAP** episodes. This is a natural behavior of many managers when attending a meeting or having an important talk with someone. Use notes to aid your memory, just as you might at work.
5. The workbook is yours to make notes in and to mark up. Your true-false responses will be recorded on a separate Response Sheet. However, if you find a particular item difficult, you may want to record your answer in the workbook until you are comfortable entering your final response on the Response Sheet. However, we recommend that you not make double entries on each item, since this will slow you down and occupy you with recording time rather than thinking time, which will be more productive.
6. It is possible for a given managerial action to be appropriate from one standpoint and inappropriate from another. From time to time you'll be asked to evaluate the appropriateness of a given behavior from several standpoints. Keep this in mind as you do so.
7. Our purpose today is to assess you, not to train you. That will come later. However, your curiosity will be aroused in some of the episodes, and you will want to know what was going on or why someone behaved in a certain way. Feel free to make note of these instances, since you will have an opportunity at the Feedback Session (when you get your results back) to raise questions about specific episodes and actions.
8. If you need more time on an episode when the instructor indicates that the group is ready to move on, simply make a note of the items in the margin so that you can return to them later (when you finish another episode early). If you find that you are working slower than the others on all the episodes, don't be worried by this fact... you can find additional time during breaks, or by finishing before you leave for lunch.
9. Make sure that you are entering your response with a firm hand. You want to be sure that **all** your desired responses are scored. Also, if you change your mind after entering a response, make a clean erasure if using a #2 pencil; or, if using pen, place a distinct **X** over the response you do not want to count as your answer. You want to be sure that **only** your desired responses are recorded and scored.

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Managerial Assessment of Proficiency

... a collection of 12 episodes on the screen and in this workbook in which you evaluate the behavior of 5 managers as they interact with one another and with others. Your responses to the items in this workbook are then scored, thus generating a “*Proficiency Profile*” of your strengths and weaknesses on the major competencies associated with being an effective manager.

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How Well Do You Understand?

Directions: Read each statement and determine if the items that follow are either TRUE or FALSE. If the statement is TRUE, fill in the corresponding **T** circle for that item on the **Response Sheet**. If the statement is FALSE, fill in the **F** circle.

The brief interactions you just observed dealt with:

1. **T** **F** Counseling and correcting an employee.
2. **T** **F** Selection interviewing.
3. **T** **F** Setting goals and objectives.
4. **T** **F** Delegation.

Before the narrator came on, the presentation began with:

5. **T** **F** Episodes showing four interactions between two persons each.
6. **T** **F** A total of six different persons appearing.

The employee in the blue denim work shirt:

7. **T** **F** Is named Nick.
8. **T** **F** Was cheating on his hours by leaving work early.
9. **T** **F** Was breaking rules that other employees might follow his lead on.
10. **T** **F** Had been “squealed on” by one of his co-workers.

How many managers make up the Administrative Services Department?

11. **T** **F** Three men and two women.

According to the narrator, the workbook serves to:

12. **T** **F** Give you questions so you can evaluate Bill and his people.
13. **T** **F** Present two episodes that are in written form.
14. **T** **F** Supplement MAP by teaching you new concepts and skills.
15. **T** **F** Give you a permanent reference of the do’s and don’ts of managing effectively.

When you’ve completed this page, turn the presentation back on.



How to Score the Listening Exercise

To score this exercise, compare our answers with your own on page 2. Place a check mark (✓) in front of each correct true response. Then place an X in front of each correct false response that you marked true. Here, then, are the answers to the fifteen items on page 2, along with the reasons why they are correct. (This is the only exercise in this workbook on which you will score your own responses and receive feedback on why they were or weren't correct).

Items 1 and 4 are true. Items 2 and 3 are false. The second and third episodes dealt with counseling and correcting. The first episode dealt with delegation to a subordinate who was uncomfortable with the assignment.

1. T
2. F
3. F
4. T

Item 5 is false. Item 6 is true. The presentation started with three interactions between two persons each, for a total of six different persons.

5. F
6. T

Items 7, 8, and 10 are false. Only item 9 is correct. The employee in the blue denim shirt was being told by his supervisor that leaving early sets a bad precedent that other employees will follow if they see they can get away with it. Nick is a co-worker, and the supervisor said that no co-worker had informed him. Therefore, 9 is the only correct answer.

7. F
8. F
9. T
10. F

Item 11 is true. While the narrator was saying *"Here are the supervisors you'll be working with,"* you saw three men and two women in a meeting.

11. T

Items 12 and 13 are correct. Items 14 and 15 are false. The workbook, and, for that matter, the entire MAP exercise will focus on assessing your proficiency rather than on teaching new concepts and skills.

12. T
13. T
14. F
15. F

Seven (7) of the 15 items are true answers, and 8 are false.

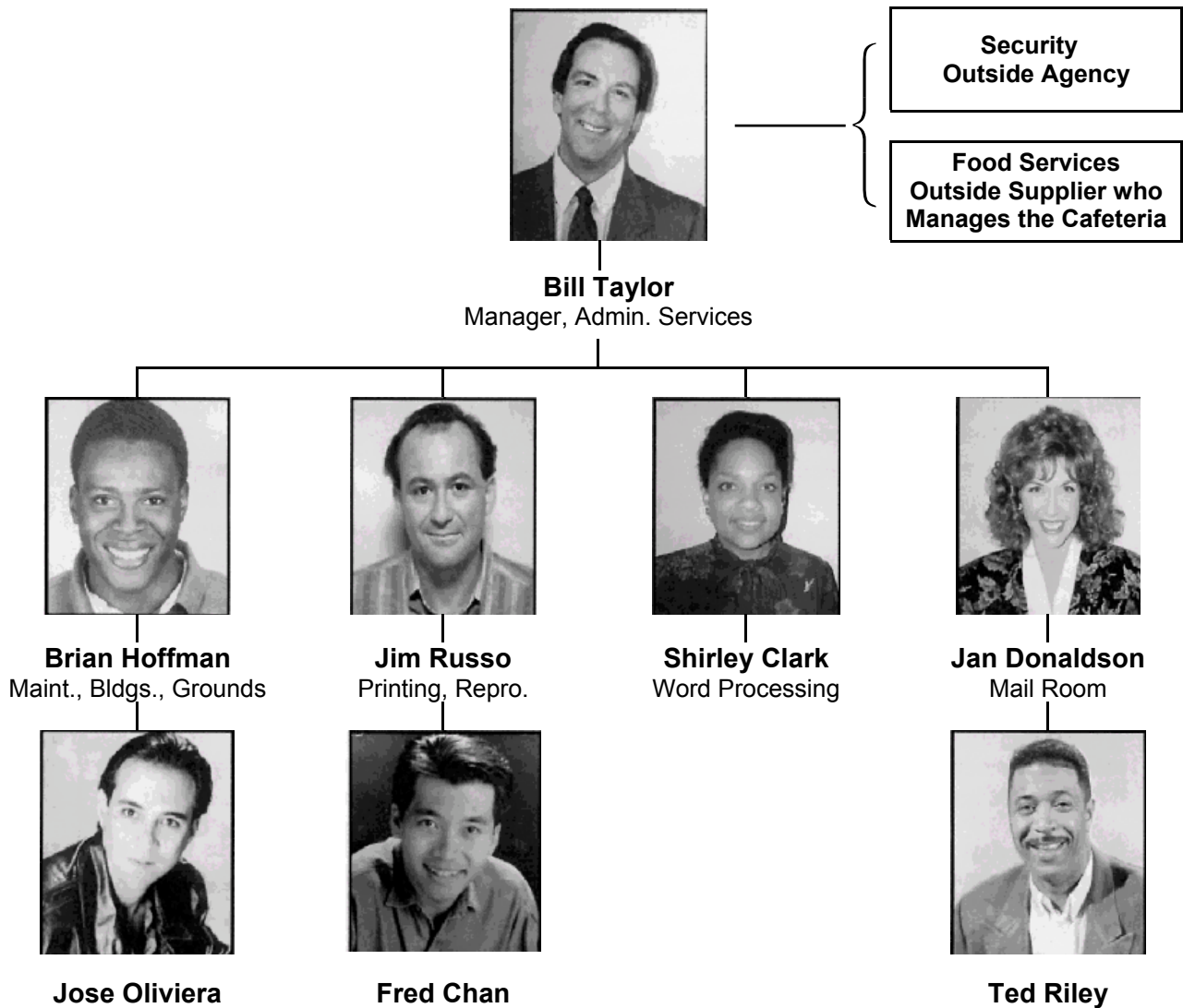
Count the number of true responses that you got correct and record the number in the box to the right.

Now count the number of false items that you marked incorrectly as true, and record the number in the box to the right.

Subtract the number in the second box from the number in the first box and record the difference in the box to the right.

This is your score for the listening exercise. A score of 7 is the highest possible score.

Administrative Services Department Organization Chart



MISSION: The Administrative Services Department exists to provide services that are used by all departments of the organization. Since these services are considered to be overhead, the purpose of ASD is to furnish these services at a cost that is less than they would cost if obtained from outside suppliers. Timeliness is another factor in the mission of ASD: to deliver services faster than they could be obtained outside the organization.

ORGANIZATION: Four sections or subdepartments make up ASD, as shown on the organization chart. A fifth one, food services, is being added in the near future. In the past this service (i.e., the employee cafeteria) has been operated by an outside supplier who is going out of business. A description of the 4 sections follows on the next page.

Maintenance, Buildings, and Grounds: This section is responsible for supplying maintenance and repair of electrical, plumbing, heating, air conditioning, and the fleet of vehicles. Staffing includes an automotive mechanic, a licensed electrician, a licensed plumber, and other “trades skills” as are found in general maintenance work: carpentry, painting, glazing, plastering, masonry.

Printing and Repro Services: This section is responsible for making multiple copies of original material, either by offset printing or by copy machine. Four 11” x 17” offset presses provide the printing, and the shop is equipped to handle platemaking, collating, folding, trimming, stapling, and binding via saddle stitching or plastic snap-lock binding. Staffing includes 3 printers, 5 repro specialists, and 1 supervisor. Each job is accompanied by a work order that authorizes a cross-departmental billing: the department requesting the job is debited and the Printing and Repro Services section is credited.

Word Processing and Design: This section is responsible for converting messages (letters, memos, reports, brochures, etc.) from their raw input form (dictation, handwritten copy, unedited typing, etc.) into polished output form (camera-ready if for reproduction, or ready for signature on letters, memos, etc.). Dictated material is received (recorded) by phone on a 24-hour basis, and transcribed (“turned around”) within one working day. Staffing includes 8 word processors, a layout artist, and one proofreader.

Mail Room and Messengers: This section is responsible for receiving, sorting, and delivering both incoming and inter-office mail, and for dispatching mail and small packages via the postal system, UPS, and various courier and air freight services. Internal mail delivery and pick up is made twice daily. This section also provides messenger service to make deliveries and pick ups with other local firms. Staffing includes 9 mail room specialists, each of whom performs all duties.

An additional service, **Security**, is provided by an outside “protection agency” whose bonded, uniformed guards provide round-the-clock security. The agency is under contract to provide this service on an annual basis. Their performance is monitored and supervised by the manager of the Administrative Services Department.



When you’ve completed this page, you are ready to look in on the Monday morning staff meeting that Bill Taylor, manager of ASD, is having with his four supervisors.

Job Description

Position title:	Supervisor of Food Service
Reports to:	Manager of Administrative Services
Entry requirements:	High School (Secondary School) Graduate
Definition:	Operates the kitchen, cafeteria, and executive dining room from 8:00 a.m. to 3:30 p.m. Provides lunch for 500–800 people daily. Lunch consists of 3 hot offerings plus sandwiches, soups, salad bar, beverages, and desserts. The cafeteria opens at 8:00 a.m. for continental breakfast. Lunch is served from 11:30 a.m. to 1:30 p.m. in both the cafeteria and executive dining room. Beverages, snacks, and ice cream/frozen yogurt are available throughout the day, from 8:00 a.m. until 3:30 p.m., when the cafeteria closes.

Duties	Standards
1. Oversees the staffing (hiring, training, assigning, appraising, etc.), supervising a staff of 2 cooks, 4 preparers/servers, 2 dishwashers, 2 cafeteria attendants, 2 waiters/waitresses for the executive dining room, 2 cashiers, and 1 assistant supervisor.	1. Prompt filling of vacancies. All to be part time except 2 cooks, assistant supervisor, and supervisor. No additional positions or people to be added without authorization by manager.
2. Plans the menu on a 4-week repeating schedule, ordering all food and supplies, and maintaining sufficient inventories to meet the anticipated head count. Posts menu for the week every Monday.	2. Popularity of offerings to be in response to quarterly survey of employees, with ratings never below 75%. All 3 hot lunch offerings must be available until at least 1:00 p.m.
3. Maintains high standards of sanitation, cleanliness, and safety, confirming with local and state health authorities and Federal requirements.	3. No unsatisfactory ratings; kitchen and serving line ready at any time for visit by senior management or health officers.
4. Caters special functions (employee picnic, community day, open house tours, etc.), bringing in part-time help as needed.	4. Special budget and extra help to be approved in advance of all special functions.
5. Approves all invoices from suppliers and sends to purchasing for payment. Maintains records of costs, revenues, waste, and spoilage, so as to advise the Manager of Administrative Services on income, costs, and recommended prices.	5. Monthly profit and loss report. No changes in price of cafeteria items without approval by management. Cafeteria to be operated at a break-even pricing of offerings.
6. Maintains tight security and neat storage of all food products and inventory so as to assure minimum shrinkage through theft or spoilage.	6. Less than 1% shrinkage. Area always locked when unattended (food storage area).

Feedback to Author

On the previous page you see a copy of the job description that Bill Taylor distributed at his staff meeting. Study it, since some of the questions that follow are based on it.

To the right you see a copy of the form that Shirley handed out at the staff meeting as a means of enabling her people to give feedback to their authors.

Below you see a copy of the layout that Jim made by ganging up the original cards that Shirley gave him to run on an 11 x 17 sheet, which he then cut apart.

FEEDBACK TO AUTHOR:



Hi. I'm Marilyn Cerillo, and it was my pleasure to type and process the attached documents for you.

I will retain the data on my computer for one week, so please let me have any corrections and changes within the next five working days.

I've noted below any comments that might help us both turn out the best product possible next time you send work to the word processing center.

Your clarity of dictation was _____

Your directions (no. copies, format, etc.) were: _____

Your spelling of proper names and unusual words was : _____

I was uncertain about: _____

FEEDBACK TO AUTHOR:



Hi, I'm John Martin, and it was my pleasure to type and process the attached documents for you.
I will retain the data on my computer for one week, so please let me have any corrections and changes within the next five working days.
I've noted below any comments that might help us both turn out the best product possible next time you send work to the word processing center.

Your clarity of dictation was _____
Your directions (no. copies, format, etc.) were: _____
Your spelling of proper names and unusual words was : _____
I was uncertain about: _____
I can do a better job on future documents if you would: _____
Time received: _____ Time completed: _____

FEEDBACK TO AUTHOR:



Hi, I'm Marilyn Cerillo, and it was my pleasure to type and process the attached documents for you.
I will retain the data on my computer for one week, so please let me have any corrections and changes within the next five working days.
I've noted below any comments that might help us both turn out the best product possible next time you send work to the word processing center.

Your clarity of dictation was _____
Your directions (no. copies, format, etc.) were: _____
Your spelling of proper names and unusual words was : _____
I was uncertain about: _____
I can do a better job on future documents if you would: _____
Time received: _____ Time completed: _____

FEEDBACK TO AUTHOR:



Hi, I'm Maureen Scheider, and it was my pleasure to type and process the attached documents for you.
I will retain the data on my computer for one week, so please let me have any corrections and changes within the next five working days.
I've noted below any comments that might help us both turn out the best product possible next time you send work to the word processing center.

Your clarity of dictation was _____
Your directions (no. copies, format, etc.) were: _____
Your spelling of proper names and unusual words was : _____
I was uncertain about: _____
I can do a better job on future documents if you would: _____
Time received: _____ Time completed: _____

FEEDBACK TO AUTHOR:



Hi, I'm Janet Van Lieu, and it was my pleasure to type and process the attached documents for you.
I will retain the data on my computer for one week, so please let me have any corrections and changes within the next five working days.
I've noted below any comments that might help us both turn out the best product possible next time you send work to the word processing center.

Your clarity of dictation was _____
Your directions (no. copies, format, etc.) were: _____
Your spelling of proper names and unusual words was : _____
I was uncertain about: _____
I can do a better job on future documents if you would: _____
Time received: _____ Time completed: _____

Bill's Staff Meeting

Directions: Read each statement and determine if the items that follow are either TRUE or FALSE. If the statement is TRUE, fill in the corresponding **T** circle for that item on the provided **Response Sheet**. If the statement is FALSE, fill in the **F** circle.

One (1) point is given for each correct TRUE response. One (1) point is subtracted for FALSE items that are marked TRUE. Points are neither added or subtracted for skipping an item, for responding that a FALSE item is FALSE, or for responding that an item is FALSE when it is TRUE.

Try to pace yourself. The MAP facilitator will gladly assist you if you are having difficulty understanding a question. Don't hesitate to ask for help.

Bill's handling of Brian's mention of the possible layoff of 100 employees was:

1. **T** **F** Inappropriate since Bill had asked for additional agenda items.
2. **T** **F** Appropriate since discussing it publicly would create a negative climate.
3. **T** **F** Appropriate since rumors and gossip have no place in a staff meeting.
4. **T** **F** Inappropriate since he did not see Brian after the meeting.

Bill's meeting is most likely to have occurred in:

5. **T** **F** The Fall.

The standards listed on the job description tend to:

6. **T** **F** Outline minimum acceptable standards.
7. **T** **F** Make performance appraisal easier.
8. **T** **F** Give the job holder some challenging goals to stretch for.

The job description shows that the job of food service supervisor:

9. **T** **F** Should probably be filled by someone recruited from the outside.

The job description for Bill's food service supervisor should outline:

10. **T** **F** Goals rather than standards.
11. **T** **F** The means by which the standards should be met.
12. **T** **F** Standards that the job holder had a say in formulating.
13. **T** **F** Every duty that the job holder will be expected to perform.

If you were Bill's manager reviewing the food service supervisor's job description, you should:

- 14. **T F** Ask him where he feels comfortable and uncomfortable about it.
- 15. **T F** Advise him that his standards are arbitrary and may be unreal.
- 16. **T F** Indicate that he should definitely have an experienced person fill the job.

Bill wants to find a present employee to head the Food Service Department because:

- 17. **T F** Finding a concessionaire would take longer.
- 18. **T F** It's best to promote from within.
- 19. **T F** He wants closer control of the cafeteria.
- 20. **T F** He feels that food service experience is not necessary.

Bill's sense of timing is:

- 21. **T F** Poor in announcing Tony's departure at this time.
- 22. **T F** Poor in not giving them the job description at the end of the meeting.
- 23. **T F** Good in not setting time limits for each activity report.
- 24. **T F** Poor in allowing too little time for Tony's replacement to overlap him.

Bill's correcting Jan for wanting only "*young, good-looking guys*" was:

- 25. **T F** Inappropriate in view of his own need to rid his language of sex bias.
- 26. **T F** A misinterpretation of what Jan was probably intending to convey.

Bill's way of introducing his final topic on the agenda shows that:

- 27. **T F** He is mainly interested in getting everyone's objectives by Friday.
- 28. **T F** He is skilled in participative management.
- 29. **T F** He uses meetings to strengthen teamwork and share management responsibility.

When it comes to management by objectives, Bill's supervisors seem to be:

- 30. **T F** More activity-oriented than goal-oriented.
- 31. **T F** Suspicious of upper management's reasons for the new system.

The questions regarding next year's goals raised by Bill's people shows that:

- 32. **T F** They don't understand how to write goals.
- 33. **T F** They don't trust the motives behind the system.