Managerial Assessment of Proficiency

MAP™

Instructor Materials: Form S

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MAP *Material for Instructors*

This binder contains all the materials that the instructor needs to administer *MAP*. The materials in this binder are arranged as follows:

TAB ONE

Instructor Guidelines

Explains the steps in conducting the program. Six sections are included; the instructor should know their content before launching the *MAP* program.

- *MAP* Instructor Guidelines and Schedule
- Objectives of *MAP* Program
- Preparing an Individual Development Plan
- A Five-Step Cycle for Competency-Based Management Development
- Interpreting Your Scores
- Script of *MAP* Videotapes

TAB TWO

Counseling MAP Participants

Contains guidelines for instructors and HRD staff members who make themselves available to assist managers in interpreting their *MAP* scores and the implications thereof.

TAB THREE

Measuring the Competency of Managers

Presents the statistics and conclusions of the validity and reliability studies carried out in 11 organizations before *MAP* was released for the market. Includes a section on the rationale for the *MAP Form-S*.

TAB FOUR

MAP Support Materials

These six handouts are useful for briefing various groups about *MAP*: the managers of participants, top management, local training or personnel associations, regional training association (ASTD, SHRM) meetings, showcase presentations, and so on. They include: *12 Benefits of using MAP/EXCEL; Assessing the Competency of Managers; Just What Is a Competency; Measuring the Mettle of Managers;* and *How to Validate an Assessment Tool.*

EXCEL Overview

These materials describe the purpose, format, and content of the 12 half-day workshops in the *Managing to EXCEL™* series. Also includes pricing and optional programs for *MAP*.

The *MAP* videocassette album includes a demonstration tape that describes *MAP* and *EXCEL*. This tape is useful in briefing senior management and other interested groups. Two videotapes of Dr. Scott B. Parry conducting the *Personal Style Assessment* and the *Communication Response Style* exercises at Dow Chemical are available free upon request (to help you prepare for the interpretation and discussion of these somewhat more demanding exercises).

Managerial Assessment of Proficiency

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MAP Instructor Guidelines and Schedule

This section outlines the recommended agenda for conducting the Assessment, Profile Interpretation, and Individual Development Planning

Background

The *Managerial Assessment of Proficiency* (*MAP*) was first introduced in 1985. Since its inception, more than 75,000 managers in 15 countries have taken *MAP*. In 2001, Training House introduced *MAP Form-S* in response to customer requests that *MAP* be streamlined and be made available over the Internet. *MAP Form-S* takes only three to four hours to complete, and can be administered in a traditional classroom format or on-line. Interested readers are encouraged to review Appendix C of this section. It contains background and development information on both the original *MAP* and on *MAP Form-S.*

Introduction—The Need for *MAP*

Many team leads, supervisors, and managers are promoted to their positions because of seniority, favoritism, superior job performance, or other factors. Unfortunately, these criteria have little to do with being a successful manager of people in a work setting. Instead, those team leads, supervisors, and managers who possess or develop people-handling and task handling competencies are consistently rated to be the best managers by subordinates, peers, and supervisors alike. *MAP* measures and diagnoses an individual's and the organization's strengths and weaknesses across these competencies.

MAP is a one-day program that takes team leads, supervisors, and managers through three to four hours of diagnostic needs assessment, followed by four hours of feedback and developmental planning. It is a powerful management development program when used alone, or when followed up with competency-based training sessions (*EXCEL*) or individual coaching sessions.

MAP and *EXCEL* accurately match supervisory and management training to defined and benchmarked needs.

The table on the following page illustrates the purpose of each component of the *MAP* program.

	Component	Purpose (for participant)	Purpose (for organization)
1	**Session One – Assessment (3-4 hours)**	To diagnose individual developmental strengths and needs.	To diagnose overall supervisory and management training needs.
2	**Session Two – Interpretation (2½ hours)**	To define the concepts and interpret the meaning of each participant's *MAP* profile.	Creates a common language for understanding supervisory actions and behavior across the organization.
3	**Session Three – Development Planning (1 hour)**	To understand and prepare an individualized development or action plan (IDP) that details a step-by-step approach to change in the participant's work setting.	Identifies the level of organizational resources that will be needed to accomplish strategic management and supervisory training initiatives.
4	**Session Four – Next Step Commitment (½ hour)**	To ensure that participants complete their IDP and maintain their enthusiasm and commitment to meeting the goals of their IDP.	To ensure that there is a functional transfer of learning from training to production, and that there is a positive return on the training investment.

Guidelines for Implementing the *MAP/EXCEL* Program Within the Organization

1. **It is desirable to administer *MAP* to middle managers and below.** *MAP* is not designed to measure those competencies that senior leadership must possess to effectively define and articulate the business strategy that will grow the organization. *MAP* measures a participant's knowledge and understanding of critical tactical and operational competencies that effective and successful team leads, supervisors and managers possess. *MAP* is best administered to the most senior managers targeted for assessment first. Participants are much more likely to share their Proficiency Profile and/or Individual Development Plan (IDP) with a supervisor or manager who has been through *MAP* than with someone who does not understand the program or the experience.

2. **Prepare a congratulatory letter from your CEO or other executive** to be sent with the invitation memo to each *MAP* participant, explaining why *MAP* is being offered, how the information will be used, who will and won't see the data (confidentiality), and how the process will benefit them personally. It is important to note that *MAP* is designed to be used as an employee development tool and not as a performance measure. Appendix A contains a sample letter.

3. **Select and train *MAP* counselors** (usually specialists from the Training and/or HR Departments) to serve as neutral, objective, confidential, professional interpreters of *MAP* Profiles and Individual Development Plans. These counselors are then made known to each group of participants as they complete *MAP*.

4. **Send a follow-up letter to all *MAP* participants within the week following the program,** inviting them to schedule a meeting with their supervisor and/or a *MAP* counselor to discuss the development implications of their Proficiency Profile, and their IDP over the next 12 to 24 months.

5. **Have each *MAP* participant send a copy of their IDP to the Training (HRD) Department,** where the actions to be taken can be analyzed and tallied by competency, and by preferred mode of learning: workshop, self-study, mentoring, adult education, etc. The cumulative results of these tallies then become the needs analysis for management development for the following year.

6. **Have the Training Department schedule workshops and course offerings (Managing to *EXCEL*** and/or other options) in response to the needs that were spelled out by *MAP* participants and their supervisors on their IDPs. The schedule of management/supervisory development workshops over the next 12 months can be planned on the basis of the help requested by *MAP* participants on their IDPs.

7. **Have your *MAP* "graduates" enroll in *EXCEL* modules** and pursue other developmental options as outlined in their IDP, with help from their supervisor, counselor, and other stakeholders with whom they have shared their IDP.

8. **Collect and track the Action Plans of your *EXCEL* workshop participants.** Participants are required to prepare an Action Plan at the end of each workshop, describing specific actions they will take at work to apply the competencies they learned in class. These Action Plans are usually shared with a supervisor, counselor, or job coach. Some organizations schedule a "Manager's Briefing" several months after completion of the workshops, during which each graduate reports to fellow graduates and their managers on the actions they implemented and the results.

9. **Invite and schedule a *MAP* post-test for participants** who have completed training in at least 6 of the 12 competencies. These scores may be compared with the pre-training *MAP* assessment data, and used to assess improvement and the impact of training on supervisory and management development.

Facilitating *MAP* Sessions

Facilitating Session One (Administering *MAP*)

We have outlined an agenda for each session to serve as your guide throughout the day. The agenda for Session One (Assessment) can be found on the next page. Refer to it as you proceed. The participant handouts you'll need for session one are in included in your *MAP* materials. They are the *MAP Workbook*, *Personal Style Assessment*, *Communication Response Style Assessment*, *Proficiency Profile Jacket* and *MAP Answer Sheet.*

Facilitation Hints for Session One

1. **Have participants complete and return** the *Communication Response Style, and Personal Style Assessments* ahead of time if possible. Participants can also be given the handouts *Welcome to MAP* and *Guidelines for Putting Your Best Foot Forward* handouts to read prior to the assessment. This permits more time to answer questions and assist participants during the assessment. Appendix B contains a sample letter that can be used to accompany these materials.

2. **Use the PowerPoint™ presentation that has been included** with your materials to facilitate the *Welcome to MAP* activity in Session One.

3. **Be flexible and continually pace yourself and the group to maintain the schedule**. You may need to adjust the time allotted for a given section to allow participants to spend more time completing another section. Before assigning a set of questions, record on a blackboard or newsprint the time allowed to complete the section. Pace the participants by occasionally informing the group how much time remains. Those who are new to *MAP* are encouraged to conduct several practice sessions using the recommended agenda prior to administering *MAP* for the first time.

4. **Don't hold up the entire class for one or two people**. Instead inform those individuals that they will have a chance to catch up during the breaks, at lunch, etc.

5. **Make it clear to participants that they must be prompt and return at agreed upon times.** This is particularly applicable to break periods.

6. **Have extra supplies on hand just in case** (pencils, workbooks, answer sheets, style assessments, etc).

Workshop Agenda for
MORNING: ASSESSING THE NEED

Suggested Time	Activity
	NOTE: All page references are to the *MAP Participant's Handouts and Workbook.*
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 Style Assessment▲╫**
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 Assessment▲╫**
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 Style Assessment* and *Communication Response Style Assessment* prior to taking *MAP*.

╫ It is recommended that *Personal Style Assessment* and *Communication Response Style Assessment* completed during the program be scored by the facilitator.

Facilitating Sessions Two and Three (Interpretation and Developmental Planning)

The agenda for Sessions Two and Three can be found on the next page. Refer to it as you proceed.

TIPS FOR FACILITATING SESSIONS TWO AND THREE

1. **Thoroughly review the instructor materials well in advance of your first *MAP* session.** It may take a few times through to become familiar and conversant with the materials. This is particularly true of the included PowerPoint™ presentation and the following handouts: *Answering Your Questions, Interpreting Your Scores, Analyzing Bill Taylor's Competencies, Relating Styles/Values to Competencies,* and *Individual Development Plan*. As you go through the material, you may want to jot down any thoughts, and/or examples that may help to highlight a point with the group.

2. **Be sure to review all of the interpretation videos included with *MAP*** (*Bill Taylor's Competencies, Bill Taylor's IDP Interpretation Session*). Once you are familiar with the videos, you'll be able to use sections of them to help facilitate your *MAP* sessions.

3. **Bring a roster of the managers participating in the session for taking notes.** Record any noteworthy events that occur throughout the day next to the participant's name, as well as unique follow-up issues that arise during developmental planning. These notes are useful when discussing each participant's next-step commitment.

4. **Having been through *MAP* yourself,** have your own profile, IDP and style scores handy in case you are asked about your *MAP* experience.

Workshop Agenda for
AFTERNOON: INTERPRETING RESULTS AND PLANNING FOR DEVELOPMENT

Suggested Time	Activity
	NOTE: All page references are to the *MAP* Participant's Handouts and Workbook.
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 Style Assessment*
15 min.	**Management Styles and Values:** (p. 115) Review *Personal Style Assessment*
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

Appendix A

Sample congratulations letter from senior management to *MAP* participants

The following is a suggested sample letter for senior management to send to each person scheduled to attend *MAP*. Modify it accordingly to fit your organization. This is useful in communicating management's commitment to the program.

Name
Title
Address

Dear (First Name):

Congratulations! I'm delighted to learn that you've been selected/nominated by your manager to attend the Managerial Assessment of Proficiency (*MAP*), that your enrollment has been confirmed, and that you are scheduled to attend on __________.

Why are we making *MAP* available to selected managers, supervisors, and key professionals? The answer is simple: personal and organizational development. On the personal side, you will receive a Proficiency Profile that spells out your relative strengths on 12 competencies and eight style and value scales. And on the organizational side, we can offer developmental options (training, coaching, mentoring) that are responsive to our needs and goals. I see *MAP* as a way of taking inventory… where we stand and how we can improve.

Your *MAP* scores are confidential, and will not be seen by anyone else unless you opt to share them; or [You're manager will meet with you to discuss your profile and how best to implement your Individual Development Plan (IDP).]

I am confident that your participation in *MAP* will be extremely worthwhile, and that you will come to value the *MAP* experience as a milestone in your career development.

Sincerely yours,

Signature and Title

Appendix B

Sample letter from HR or Training Department to Session One participants

The following is a suggested sample letter that can be sent to participants prior to the assessment. This letter requests that they complete and return the style assessments prior to session one, and asks participants to review handouts that will better prepare them for the assessment and developmental planning that follows. Modify it accordingly to fit your organization and your specific needs.

Name
Title
Address

Dear (First Name):

We are excited that you have accepted our invitation to attend the *MAP* on _________ at ____________. Since this will be a working seminar – you will actually be taking the *MAP* assessment – please dress casually. Because this is a group-paced video interaction, it is extremely important that you arrive on time. The session will begin promptly at_______________.

Included with this letter is a schedule of events for the day, two assessments that must be completed and returned prior to taking *MAP*, and several handouts that you are encouraged to read prior to the session. The information will be helpful in preparing you for the assessment, and will provide useful background information about competency-based assessment and training.

We look forward to your participation and know that you will enjoy the *MAP* experience. Should you have any additional questions or need more information, please do not hesitate to contact me.

Sincerely,

Appendix C

Original *MAP* Form-L Validity

Prior to publication, *MAP* underwent extensive field tests (predictive validity studies) with over 250 managers and supervisors in a variety of organizations. The Spearman rank-order technique was utilized (correlating performance on the job with overall *MAP* competency scores). Eight organizations participated in the original field tests resulting in coefficients ranging from .71 to .90 with an average of .80. Since then, others have replicated the rank-order technique with similar results but with small numbers (.91 with thirteen participants, .84 with ten participants, .76 with ten participants and .73 with nine participants). Correlation coefficients at this level are considered exceptional in the arena of human behavior.

MAP has been used by a number of organizations to measure the impact of training. A pre-training/post-training design was used. In one study of 31 participants, training was conducted for only eight of the twelve competencies measured by *MAP*. When *MAP* was administered again to the group who received training in the eight competency areas, post-test *MAP* competency scores improved by 54% on average, while scores for the four competencies for which training wasn't provided improved 3% on average.

Development of *MAP Form-S*

The original, or long version, of the Managerial Assessment of Proficiency (Form-L), was designed to be a two- to three-day experience, with the first day being entirely devoted to administering the 748-item assessment. Days Two and Three were used to debrief participants on the meaning of their profiles, and to coach them on the individual development planning process (IDP). Reports from the field over the last few years indicate that client organizations continue to favor *MAP* as an effective managerial assessment and development tool, but the assessment time required to administer *MAP* needs to be shortened to avoid the opportunity costs associated with having managers off the job for a full day. In addition, client organizations were also requesting that the assessment be available in a digital format that would permit flexible applications of the *MAP* five-step process.

Item Selection and Internal Reliability

A review of the response patterns of 2,000 current *MAP* participants resulted in a reduction of content items from 748 items to 266 items. This reduction occurred by eliminating 149 items that had no content value, and were originally included as distracter items. Because internal reliability for the items had been established, and because there were approximately 40 items used to measure each content domain or competency, the assessment was split into two equivalent forms. The item pool was further reduced by eliminating those items whose response patterns had participants answering 75% correct or 75% incorrect. These items were no longer providing discriminating data. The revised *MAP* assessment can now be completed in a one-half day session. This format is also being made available for client organizations for web-based assessment.

Content, Face and Predictive Criterion-Referenced Validity

The revised *MAP* has three types of validity. The first kind answers the question, "Does *MAP* really measure the knowledge base or content domains of the 12 competencies addressed by the assessment?" *MAP* measures what the participant knows about the 12 competency domains assessed by the instrument. Content validity was assured by an expert multi-rater panel, which developed the 748 items used in both the revised *MAP* and the original assessment. Specifically, a panel of 10 experts reviewed the answers on each item. Eight out of the ten had to agree on the correct answers, and on the competency domain being measured. About one-third of the items were rewritten until these criteria were met. The initial 256 managers who participated in the field tests also served to validate items: items they identified as ambiguous or "trick questions", were redrafted or eliminated. The revised *MAP* is a subset of 266 items from the 748 item pool.

Another type of validity, although less important, is face validity. Put another way, can *MAP* participants relate to the episodes, believe their Profile, and believe that the questions asked have meaning? Managers who have been through the *MAP* give the exercise high scores on credibility and perceived relevance.

The third and most important type of validity that the original *MAP* demonstrates is predictive criterion-referenced validity. In other words, managers who do well on *MAP* are also rated as top performers by their respective organizations. Our studies consistently find significant correlations between a manager's performance on *MAP* and his or her success on the job. Prior to publication, *MAP* underwent extensive field tests (validation studies) with over 250 managers and supervisors in a variety of organizations. The Spearman rank-order statistic was used to correlate performance on the job with overall *MAP* competency scores. Eight organizations participated in the original field tests, resulting in coefficients ranging from .71 to .90 with an average of .80. Predictive, criterion-referenced validity studies for the revised *MAP* have not been conducted to date. Once a sufficient N (total number of managers in the database) is achieved in the revised *MAP* database, these studies will be conducted and the data will be published.

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Objectives of the *MAP* Program

This section outlines the objectives for each of the two days that comprise the *MAP* program of Assessment, Interpretation, and Planning.

Why We're Here

The objectives and the payoff of any management development program can be viewed from both a personal and organizational perspective. Your personal benefit comes from the satisfaction of obtaining an objective profile of your strengths on 12 competencies, two management styles, and eight values relating to communications and your relations with others. The organizational benefit comes from analyzing the composite profiles of all managers going through *MAP* (cumulative data) and providing targeted training programs where the potential for impact and return on the training investment is greatest. Specific objectives of the program are outlined in the remainder of this handout.

	Component	Purpose (for participant)	Purpose (for organization)
1	**Session One – Assessment (3-4 hours)**	To diagnose individual developmental strengths and needs.	To diagnose overall supervisory and management training needs.
2	**Session Two – Interpretation (2½ hours)**	To define the concepts and interpret the meaning of each participant's *MAP* profile.	Creates a common language for understanding supervisory actions and behavior across the organization.
3	**Session Three – Development Planning (1 hour)**	To understand and prepare an individualized development or action plan (IDP) that details a step-by-step approach to change in the participant's work setting.	Identifies the level of organizational resources that will be needed to accomplish strategic management and supervisory training initiatives.
4	**Session Four – Next Step Commitment (½ hour)**	To ensure that participants complete their IDP and maintain their enthusiasm and commitment to meeting the goals of their IDP.	To ensure that there is a functional transfer of learning from training to production, and that there is a positive return on the training investment.

Assessment

The assessment portion of *MAP* makes use of a case method and simulation presented in a video/workbook format. The episodes are drawn from a week in the life of Bill Taylor's Department of Administrative Services. The objectives are that you will be able to:

- Analyze hundreds of typical managerial and supervisor behaviors in a dozen familiar situations (staff meeting, performance appraisal, selection interview, counseling session, etc.)

- Determine the appropriateness of these managerial acts by responding after each episode to True-False items
- Forward your responses to the computer, where your raw scores are sorted by competency, converted to percentiles, and printed as a Proficiency Profile (bar graph)

We ask your cooperation in not discussing the episodes with your fellow participants during the assessment, since such exchanges are likely to influence subsequent responses and jeopardize the validity of the Proficiency Profiles.

Interpretation

The interpretation and feedback portion of *MAP* uses as its input the composite (group/class) *Proficiency Profile,* your own personal and confidential Profile, and a series of four group exercises and videotapes that focus on the 12 competencies that were assessed. The objectives are for you to:

- Clarify any questions or concerns that occurred during the Assessment but could not be discussed at the time (e.g., difficult episodes, confusing items, validity of the methodology, etc.)

- See the flow of the program and the objectives of each of three phases of *MAP*: Assessment, Interpretation, and Planning

- Interpret the group's *Proficiency Profile* and draw conclusions about organizational strengths and weaknesses based on an analysis of the data on competencies and on management style

- Interpret your own *Proficiency Profile* in the manner just done for the organization, showing it to colleagues (if you wish) but also respecting their right to confidentiality (if they prefer to keep theirs to themselves)

- Translate your four communication styles (Empathic, Critical, Searching, Advising) into management styles

- Define each competency by referring to the section, *Interpreting Your Scores,* and the videotapes that analyze Bill Taylor's behavior (both "how to" and "how not to" actions), reviewing these with specific guidelines for managers and supervisors

- Describe the behavioral implications of each of four "psychological types" that were measured on the *Personal Style Assessment* (Sensor, Intuitor, Thinker, Feeler), indicating their relationship to the competencies

- Answer questions in the *Personal Interpretation Worksheet* that are designed to prepare you for a fuller understanding of the implications of your *MAP* scores

- Discuss with your manager and other stakeholders in your personal growth and development (spouse, peers, close subordinates) the insights and implications you have acquired during this Interpretation session

Planning

This third phase of *MAP* begins with the realization that as a manager you are responsible for your own growth and development. Others can help, but no one can do it for you. If the process is to be productive, taking advantage of all the resources and people available to assist you, then you and your manager should agree on a development plan that will serve as a *MAP* for the journey. The objectives of this planning phase are that you will be able to:

- Describe the five-step cycle of development, listing the benefits to you and the stakeholders who will share in helping you implement your plan (manager, spouse, peers, staff, etc.)

- Interpret the lower third of the *Proficiency Profile* (styles/values) for Shirley, Jim, Jan, and Brian, and then for yourself, linking your own styles and values to your competencies and your areas for development

- Identify from a list of 25 *Personal Development Options* those resources that are available to you and that are appropriate to your own growth needs and desires

- Describe the purpose and value of each section of the Individual Development Plan (IDP), relating Bill Taylor's growth needs to his own IDP (as revealed in a videotaped interview with Bill)

- Complete the first draft of your own IDP in a form that enables you to discuss it with your manager and other stakeholders who can help

- Share your IDP with one or two fellow participants to help you clarify and describe your reasoning behind the actions and options you've identified

- Inform the Training Department and HRD managers of your reactions to the program and your needs and desires for certain courses over the coming year

- Discuss your IDP with your manager and other stakeholders, and agree on the actions you will take and the resources you will draw on as part of your ongoing program of personal growth and development

Although the *MAP* program concludes with the attainment of these objectives, the course of action you have plotted represents the beginning of an accelerated program that puts you in the driver's seat. Your future growth will be more proactive and less reactive than your past development. You now have a *MAP*. The journey will be as rewarding as your commitment to follow the *MAP*.

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Preparing an Individual Development Plan

Preparing an Individual Development Plan

The Need for an IDP

One of the major responsibilities of managers is to plan for the growth and development of their people and themselves. In most organizations, this is done informally, reactively (rather than proactively), and without an overall design. As a result, the vast majority of managers report that they do not have a plan for personal development… either for themselves or for members of their work group.

When employees are hired for entry-level jobs, the organization is expected to provide training and development to help them reach productive levels of performance as soon as possible. However, when an employee becomes a manager and a supervisor of others, the responsibility for development shifts from the organization to the individual.

Managers are “professionals.” Like doctors, lawyers, engineers, accountants, and many others, they are expected to devote a portion of their time to selecting activities that will further their professional growth (courses, readings, conferences, association meetings, and so on). No one else is going to do it for the professional. The demands placed on today’s managers are greater than at any point in history. Rapid changes in technology, the marketplace, legislation, the sociology of the workplace, and the demands of a well-educated work force all impose an enormous responsibility on managers. Growth or obsolescence are the only options facing managers and corporations. Self-development thus becomes essential to survival.

Organizations can—and should—make resources available to assist managers in developing their competencies and their leadership skills. But the initiative must come from the managers themselves, working in concert with their managers, the HRD staff, and others who are stakeholders in their success.

The vehicle for aligning organizational resources with personal growth needs and desires is called an Individual Development Plan, or IDP. Let’s look at the inputs and the outputs that make up an IDP.

Inputs to the IDP

A plan is only as solid as the data on which it is created. The data you collect relating to your developmental needs is of two types: soft data (subjective, opinions, wishes) and hard data (objective, factual, normative). Both types of input are important to your IDP. Let’s look at six sources of input.

- **Review of Past Development.** What courses, books, people have had a strong influence on your development? What effect? Implications for future growth? (What works best or helps most for you?)

- **Performance Appraisals.** What have past and present managers said about your performance? What implications for your development? Where is the need greatest?

- **Subjective Evaluations.** What do peers, family, work team members see as your strengths and weaknesses? What value and validity do you attach to their opinions?

- **Objective Assessments.** What hard data do you have comparing your performance to that of other managers? (assessment centers, psychological tests, the *Managerial Assessment of Proficiency – MAP™)*

- **Analysis of Job Needs.** What competencies are and aren't critical to your present and future work? How relevant are your strengths and weaknesses to your job and career?

- **Available Options.** What development activities are available? These can include training programs, college courses, special projects and task forces, mentors and coaches, self-study, etc.

Outputs of an IDP

Managers who prepare an IDP, either for themselves or in concert with an employee whose development is at stake, should identify and prioritize the activities, or "outputs," they plan to undertake to meet their developmental goals. There are four steps to this process:

❶ **Identify the developmental goals.** Examples: to speak business Spanish fluently by this time next year; to manage time more effectively so as to limit office time to an 8-hour day with no work taken home; to make decisions based on objective quantitative analysis rather than subjective gut reactions.

❷ **Describe the developmental activities.** Examples: training programs; working with an experienced employee who can coach and mentor; serving on a committee that will give relevant experience; enrolling in an adult education course; working with a consultant; going through self-study books, audiocassettes, videotapes.

❸ **Prioritize, schedule, and set target dates.** Examples: courses must be taken when offered; committees must be served on when they are active; target dates must be set by which the development goals should be met.

❹ **Identify stakeholders and solicit their support.** Self-development is a lonely road. Many travelers give up the journey. By sharing their IDPs with others who will benefit from it, managers can get needed support that makes the journey easier and more effective. Examples of stakeholders: spouse, family, manager, close fellow workers, team members.

Three Levels of Output Activity

- Developmental activities can occur at any of three levels of involvement: intrapersonal, interpersonal, and group. We might illustrate each with an example. Suppose you want to learn to speak Spanish, to lose 30 pounds, to do desktop publishing on your PC, or any number of other developmental goals. Here are your three levels of activity:

- **Intrapersonal** (*within yourself*). You might read self-help books, do exercises, set aside a block of time each day for your self-development activity. This requires lots of discipline and some familiarity with the competency or skill you are attempting to improve.

- **Interpersonal** (*between you and another person*). You might get your manager, spouse, friend, etc., to coach you or exercise with you or check with you to help you and to track your progress. This is a means of sharing the responsibility for your development and progress.

- **Group** (*you are one of many*). You might enroll in a course or inform your whole family or work group of your desire to improve in a certain area, soliciting their support. Some competencies are best accomplished through **Group** support. ***Examples:*** Improving your ability to listen, to give complete information, to ask questions effectively and get unbiased information, to deal with people on an adult-adult basis (rather than parent-child).

Static vs. Dynamic IDPs

Should the IDP be a static document… one that a person and his/her manager commit to implementing as an A1 priority that is not to be sidetracked or interrupted by crash projects, crises, budget cuts, etc.? Or should the IDP be a dynamic document that both parties can revisit and revise as changes in the workplace bring new developmental options and shifts in priorities?

Fortunately, it's not an "either-or" situation. A comprehensive IDP is both static and dynamic, proactive and reactive. Some developmental activities are known well in advance and can be planned and committed to proactively. Examples: a course offered at the local college; a national conference; training programs within the organization; coaching by one's manager.

But other developmental activities may be opportunistic. Events take place that were not anticipated when the IDP was initially prepared, whether they bring new options or impose new restrictions. This is why an IDP should be fluid and responsive to change. Examples of reactive entries on the IDP might include a canceled course; a speaker or workshop comes to town; a coach-mentor is transferred; a project management opportunity comes up; a promotion brings new priorities and needs.

Whenever an employee's developmental options and/or priorities change, the IDP should be reviewed (by employee and manager) and priorities re-established. Similarly, every time a developmental goal is met, this should be recorded on the IDP. Many organizations have forms that get filed annually and forgotten for another year, such as performance appraisals, budgets, and MBO goals for next year. These should be living, dynamic documents, but we often file and forget. An IDP should be reviewed by you and your manager **every time a new opportunity arises** as well as **every time a developmental activity is completed.**

The biggest value of individual development planning is that it gives you a greater degree of control over your growth and advancement. You are in the driver's seat, surrounded by stakeholders working toward your success. As a safe driver, you will maneuver proactively as well as reactively, traveling with a much greater probability of reaching your goals and enjoying the journey.

Managerial Assessment of Proficiency

MAP™

A Five-Step Cycle for Competency-Based Management Development

A Five-Step Cycle for Competency-Based Management Development

With boxed examples that use the *MAP* and *EXCEL* programs from Training House to illustrate the five steps.

Training is a process, not a product. Its success is measured by improved performance in the workplace, not by the acquisition of new concepts and procedures in the workshop.

In technical courses and programs that teach specific "how-to-do-it" skills and procedures, trainers can observe and measure transfer of training (improved performance) from workshop to workplace. Moreover, there are established performance standards, and the instructor, trainee, and trainee's supervisor have a common stake in seeing that these standards and expectations are met.

However, when we enter the area of supervisory training and management development, we face a number of challenges and seemingly impossible tasks relating to course design and delivery:

- How to select topics that will be relevant to a very diverse workforce (vast differences in function, experience, education, grade level, etc.)
- How to take measures to assure transfer of training
- How to strengthen rather than weaken the working relationship between participants and their managers
- How to measure the impact of management development using meaningful objective and relevant data

Let's examine a five-step cycle for doing this… one that is being used by organizations that have made the commitment to use supervisory training and management development as a tool for growing an organization and its most precious resource. Here are the five steps. We'll discuss each in turn.

1. **Assessment:** to determine needs (organizational and individual)
2. **Interpretation:** to identify and understand individual behaviors, values and styles that both contribute to and block performance (strengths and weaknesses)
3. **Planning:** to schedule development (training, coaching, self-study, etc.)
4. **Training:** to sharpen competencies (as identified in Steps 1–3)
5. **Reassessment:** to measure gain (and plan future development)

This five-step cycle is generic and appropriate to any management development program. The *MAP* and *EXCEL* programs of Training House illustrate deployment of the five-step cycle model.

1 Assessment: to determine needs

When managers are asked to attend class, they do so at a tremendous cost to the organization. There's the financial cost and there's the lost productivity: managerial time is one of the most precious resources an organization has. Thus, every hour or module of training must be targeted to meet organizational and individual needs. Several observations are relevant here:

- Although a number of organizations conduct needs analyses, they usually reveal wants rather than needs. (Managers often do not know what they need.)

- Managers show up at classes they've been "invited" to attend without knowing why or what outcomes are expected of them. Training is still something the instructor does for you. The "buy in" and commitment of participants is lean.

- Management development programs are often a patchwork quilt of topics that are the organization's attempt to provide for the needs of all managers—"one size fits all." This is increasingly impossible in today's complex organization.

The purpose of assessment is to pinpoint specific needs, establish a "benchmark" of performance (entering behavior), plan individual programs of training and development, measure improvement over time, and make sure that the right managers are attending the right courses at the right time (based on ***their*** needs and priorities rather than ours).

The *Managerial Assessment of Proficiency (MAP)—Form S,* is a one-day program. The morning is spent doing the assessment and combines case method and simulation via video. This yields a bar graph for each manager, showing their relative strength in percentiles on 12 competencies, two managerial styles, and eight values. This becomes the input for Stage 2 of the cycle. Composite bar graphs for groups (e.g., for each class, department, branch office, plant, etc.) go to top management and the Training Department as an organizational status report and needs assessment.

2 Interpretation: to identify behavior gaps

Once managers have identified their areas of strength and weakness, they need help in defining the behaviors that contribute to outstanding performance… the knowledge, attitudes, and skills that are the subsets of each competency on which they were assessed.

In other words, the feedback provided by *MAP* helps managers understand what their scores mean, why they scored as they did, where their performance does and doesn't equate with the behavior of highly successful managers, and how they can improve.

This process of feedback and interpretation should begin in class or individual coaching sessions where participants can interpret the composite bar graph showing ***group*** needs. This is also the time and place to establish a common understanding of the competencies and subset behaviors that are the hallmarks of an outstanding manager.

Ideally, the interpretation of each participant's bar graph and self-development should continue as dialogue between the participant and his/her manager… sometimes also with a coach from HRD who has been trained to assist managers in interpreting their assessment results and translating these into a plan of action.

In the afternoon, *MAP* participants go through exercises to analyze the strengths and weaknesses of Bill Taylor, the department head whom they observed throughout the assessment. By comparing their results with the experts, they expand their understanding of the 12 competencies and two management styles. They also receive feedback on the implication of their scores on the eight communication values (Communication Response Style and the Personal Style Assessment), and prepare an Individual Development Plan.

3 Planning: to schedule development

Newly hired employees and workers in entry-level jobs can expect supervisors and instructors to train them. But when people become managers, they take on the responsibility of development—for themselves and their work group. The organization can help (by providing courses and resources), but the responsibility for becoming an effective manager rests with the individual and not with the Training Department.

Thus, every supervisor and manager should have a plan for personal growth and development. This plan will be most effective if it includes:

(a) Past performance appraisal data—strengths and weaknesses

(b) Objective measures of performance (assessment labs, *MAP*, etc.)

(c) Subjective opinions of stakeholders (work group, peers, spouse, etc.)

(d) Awareness of all available personal development options

(e) A model of a good Individual Development Plan

This plan lists all the developmental activities a manager intends to undertake during the next 6 to 12 months, along with a time frame and expected results for each activity. By sharing this plan with key stakeholders (boss, spouse, team members), a manager widens the support base and deepens the commitment to implement the plan. These plans, in the aggregate, become valuable input to the Training Department as a guide to know what courses (competencies, modules, etc.) to offer and how many times throughout the year.

4 Training: to sharpen competencies

There are many actions other than training that a manager might take as part of a personal development plan: coaching by the boss, mentoring by an expert, serving on a task force (committee, project team), participating in professional associations, attending a national conference, and so on. Indeed, some of these are more effective than training programs in shaping certain kinds of managerial behavior.

However, training courses will still be the mainstay of management development programs because of the many benefits that accrue. These include:

- Impact on an organization's culture
- Team building (networking, sharing, strengthening the informal organization chart)
- Cost effectiveness (one instructor and course design can reach hundreds of dollars)
- "Critical mass" (leverage) of participants in groups (vs. learning as individuals)
- Participants are resources to each other, sharing experiences, examples, etc.

The trend in management development is toward modular (one-half to one day) courses that address specific competencies and away from five-day off-site programs that tend to be too broad or general in their scope. Targeted instruction means that participants attend because they want to and need to, and the behavioral outcomes are known and subscribed to in advance.

Although participants and their managers should select the courses (**content**) based on their needs, the trainers should specify the course design (**process**) that produces maximum transfer of training from workshop to workplace. These design factors could include:

- An Executive Briefing for the managers of participants prior to launching a management development program

- The use of self-inventories, planning sheets, checklists, and other tools to be taken back and used at work

- The use of Action Plans that each participant prepares during class and shares with the manager following each training session

- An Alumni Day (3 to 6 months after the training program) at which participants report the results of applying what they learned

The *Managing to EXCEL* program consists of 12 modules that correspond to the 12 competencies measured by *MAP*. Each four-hour workshop includes video, workbook, role-play, case method, action plans, and detailed instructor guidelines that prepare the in-house instructor to deliver the program with comfort, confidence, and competence. The design factors just discussed are an integral part of *EXCEL* when used as workshops. Most organizations offer all 12 workshops with participants enrolling in those they need the most.

5 Reassessment: to measure gain

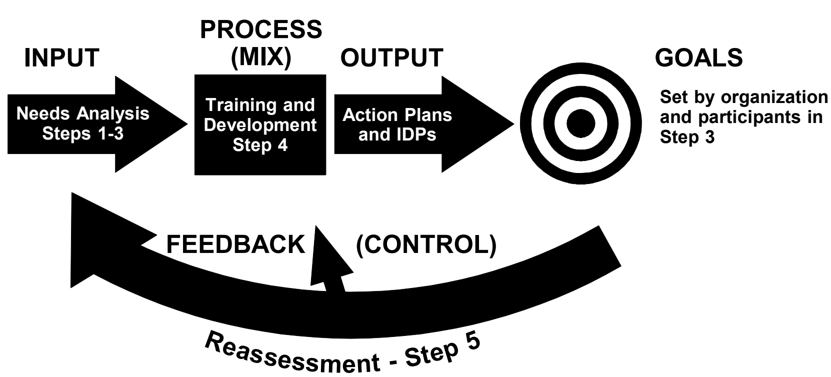
To what degree has performance improved as a result of training? What opportunities exist for further development? How does the cost of the program compare with the benefits? (What is the return on investment?) Where does the training program or the performance maintenance system need strengthening?

By reassessing participants at an appropriate interval after the course (usually 6 to 12 months), we can answer these questions. Given the cost of training and development today, organizations are no longer content to evaluate courses solely on the basis of the end-of-course reactions of participants. By measuring performance against the same standards used to assess needs prior to the course, we can obtain clean data on the gain attributable to training.

To be sure, many factors are operating in the work environment, helping and hindering participants as they translate their new learning into improved performance, for self and work group members. However, one purpose of the Action Plans and the partnerships between participants and their managers is to prepare graduates to take advantage of the reinforcers and to overcome the constraints. Training programs are designed to prepare participants for performance **at work**… not merely in class. Thus, reassessment must be done after the intervening re enforcers and constraints have had time to operate. (Immediate post-testing merely measures what was learned; trainers are interested in performance improvement in the workplace.)

After completing the *EXCEL* modules and implementing a significant part of their Individual Development Plans (IDP), participants go through *MAP* again. The gains are calculated on each competency, and typically discussed with the same stakeholders whose inputs helped to shape the participant's IDP. This new data serves as input to HRD managers (to measure the impact of training) and to participants (to help them update and continue the process of Individual Development Planning).

The five-step process that we've just described can be followed with any management development program. We've illustrated it with the *MAP* and *EXCEL* programs. The diagram shown below illustrates the components of an instructional system and serves to summarize the function of each of our five steps. Put all five to use with appropriate attention and commitment to each, and you will be able to deliver management development programs that yield a harvest well worth the investment.



A Five-Step Cycle for Competency-Based Management Development

Step	Activity	Purpose (for participant)	Purpose (for organization)
1	**Assessment** Day One – Morning	To determine developmental needs and opportunities.	To conduct a needs analysis on a competency basis.
2 & 3	**Interpretation and Planning** Day One – Afternoon	To define the desired managerial behaviors and identify gaps. To prepare an IDP, a chart for future growth, training, development.	To convert performance data into strengths and needs on 12 competencies. To plan a curriculum and courses to best meet organizational and individual needs.

This interim is needed to allow participants to share their Individual Development Plan with their managers, with the Training Department, and with other stakeholders. Trainers also need this time to select and schedule appropriate courses in response to Steps 1–3.

4	Training as Needed	To increase proficiency in competencies and skills where needs are greatest.	To build the managerial team and move toward more participative style.

This interim is needed to allow participants enough time to implement their Action Plans and Individual Development Plans during the months following training. This also provides time for workplace reinforcers and constraints to exert their influence on participants and their new behaviors. Thus, Step 5 is measuring transfer of training and not merely acquisition of knowledge.

5	Reassessment Four Hours	To measure personal improvement and update IDP.	To document impact of training and return on investment.

Selecting Key Competencies

In the early 1980s, a number of leading U.S. corporations were conducting research to identify the competencies that really made a difference between high performing managers and their less effective counterparts. The table below shows the competencies that emerged in five such studies. These became the basis for the 12 competencies that are measured in the *Managerial Assessment of Proficiency (MAP).* Six are the people-handling side of management, while the other six deal with the task-handling aspects of management.

Competency Studies by:	Communication and Interpersonal	Supervisory and Leadership	Administrative and Task-Handling	Cognitive and Conceptual	Other
AMA American Management Association	Interest in the development of others; concern with impact; oral communications; use of socialized power; concern with relationships; use of unilateral power; positive regard; managing group processes; self-confidence		Entrepreneurial ability; efficiency, productivity	Intellectual abilities; diagnostic use of ideas and memory; conceptual ability; logical thought	Socio-emotional maturity; self-control; spontaneity; perceptual objectivity; self-assessment; stamina; adaptability
AT&T American Telephone & Telegraph	Understanding people; understanding groups; responsive communications; expressive communications		Planning; organizing; observing	Problem analysis; strategic thinking; creative thinking; risk assessment	AT&T knowledge of: Financial Marketing Organizational
MARTIN MARIETTA	Presentation skills; order and clarity	Directing others; developing subordinates	Setting standards; order and clarity	Analytical skills; risk taking	Understanding the organization
FORD Ford Motor Co. (assessment lab)	Oral and written communication	Leadership (motivation); poise under pressure	Leadership (structuring); planning/organizing	Problem analysis; decision making	Business knowledge
KODAK Eastman Kodak Co.	Collecting and displaying data	Team work; leading meetings; providing feedback and recognition; giving training	Establishing goals; planning for improvement; using control charts; measuring organizational performance	Problem solving; innovation to identify alternatives; selecting alternatives (decision making)	None

The Six People-Handling Competencies

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

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

THE SIX TASK-HANDLING Competencies

ADMINISTRATIVE
- Time Management and Prioritizing
- Setting Goals and Standards
- Planning and Scheduling Work

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

Managerial Assessment of Proficiency

MAP™

Interpreting Your Scores

Interpreting Your Scores
On the *Managerial Assessment of Proficiency*

Contents

Purpose

This section is designed to help participants who have completed the Managerial Assessment of Proficiency (*MAP*™) to interpret their scores on the Proficiency Profile. The first seven pages explore (a) the difficulties inherent in measuring managerial behavior, (b) the high correlation obtained between *MAP* scores and on-the-job performance ratings, (c) the 12 competencies that underlie *MAP*, (d) how the competencies distribute through items and episodes, and (e) how they are grouped under four broader competency clusters: Administrative, Communication, Supervisory, and Cognitive.

The remainder of this section (pp. 49–62) devotes a page or two to each of the 12 competencies, defining each and listing examples of typical *MAP* items that contributed points. Finally, the last section (p. 65) discusses the meaning of three sets of "style" scores: Management Style, Personal Style, and Communication Response Style.

Measuring the Performance of Managers

…**a word about the measurement of human behavior.**

"Can an exercise like *MAP* really measure how good I am at my job? Isn't it possible that I might be quite good at work but do poorly on *MAP*? Or vice versa? After all, what I do at work is quite different from the episodes and questions that came up in *MAP*. Also, having to do something yourself is very different from talking about it and evaluating the way someone else did it. What relation does my performance on *MAP* have with my performance at my job?"

Direct and Indirect Measures

Questions like these come up every time human behavior is measured by "indirect" means such as simulations, case studies, or paper-and-pencil assessments. The "direct" method of measurement, of course, is to observe you at work in your job and evaluate you against specific criteria of acceptability… yardsticks that spell out the standards of performance on each of the competencies that comprise your job.

Such measurement is impractical and virtually impossible. Impractical because the observer would have to watch you for weeks to collect a sufficient sample of your behavior to make generalizations with which you would both be comfortable. Such measurement is virtually impossible because your job has probably not been broken down into its component prerequisite competencies with standards for each. (It's a difficult enough task doing this for entry-level jobs that are relatively routine. But for managerial jobs, the task is next to impossible.)

Direct observation would be impractical for another reason. It's your manager's job to assess your performance on the job. Your manager probably has a better overview of how you do at work than anyone else. And the responsibility of observing your work and evaluating it is your manager's. Anyone else would be foolish to attempt it.

However, the feedback you receive from your manager has several shortcomings that are inherent to performance appraisal systems:

- No two managers have the same expectations. A different boss might rate you higher, lower, or the same as your present one. You have little way of knowing how stringent or lenient the boss's ratings are compared to those of another manager.
- There are many aspects of your job that never gets appraised or coached because your manager has never seen you handle them (e.g., a performance appraisal, a delegating session, a selection interview. In fact, most of the episodes you observed in *MAP*).
- You have no way of comparing your performance with that of your peers. Are you in the top 25%? The bottom 50%? What is your potential outside the immediate group that reports to your boss? Up until now, you have lacked an objective means of answering these questions that are so important to career growth and development.
- Your manager has a major responsibility to maintain a healthy, supportive working relationship with you—mutual respect, trust, positive climate, and so on. Most managers see this responsibility as far more important than the need to give specific

feedback on weaknesses or shortcomings because they don't want to jeopardize the positive relationship. Thus, appraisals are not always honest or complete for very understandable reasons.

Advantages of Indirect Assessment

Given the limitations of direct assessment and the difficulty of getting complete and objective evaluations from the one person whose responsibility it is to give them, we have developed *MAP* as an "indirect" means of evaluating you. There are several advantages to indirect assessment that should be obvious:

- By compressing time, we can get you to react to 12 episodes, five managers and 266 True/False items all in about three and a half hours. An equally comprehensive sample of your behavior through direct observation would take weeks.

- By focusing on the competencies that are common to all managers, we can generate data that compares your performance to that of thousands of managers whose scores were used to determine the percentiles on each competency. This gives you a much broader view of your strengths and your areas for further development.

- By eliminating human judgment in scoring your response sheets, the data you get from *MAP* is far more objective (neutral, unbiased) than direct observation could ever be.

- By assessing each of the 12 competencies, we have made it possible for managers and organizations to prescribe training and development on an individualized basis, providing only those modules where the need is greatest and eliminating those where competence is already high.

Correlating MAP Scores with Performance at Work

Although these advantages of indirect assessment are significant, the question remains: What does your performance on *MAP* have to do with your performance at work? Are we safe in assuming that you do or don't have needs for certain kinds of training and development based on your *MAP* scores? In short, is there a correlation between how you did on *MAP* and your competence as a manager?

Prior to publication, *MAP* underwent extensive field tests (validation studies) with more than 250 managers and supervisors in a variety of organizations. Whenever the organization was able to provide hard data that rated managers on how well they performed in their jobs, we ran a rank order correlation analysis to see if the two sets of data are correlated. Readers familiar with such analyses will recall that scores will range from a –1.00, reflecting a perfect negative (reverse) correlation, through 0, which indicates no correlation whatsoever, up to a +1.00, reflecting a perfect positive correlation (i.e., the ranking people got on *MAP* is the same as their ranking in performance among their fellow managers).

The *MAP* program emerged with scores of .71, .76, .81, .82, .84, .86, .89, .92, and similar numbers that approach +1.00, reflecting a high correlation between the two sets of performance data (i.e., *MAP* scores and ratings assigned to a manager by two or more senior managers).

In short, we have ample evidence to confirm the fact that (a) the competencies identified and assessed in *MAP* enable us to account for differences between high performing managers and their less effective counterparts, and (b) the Proficiency Composite score that one obtains on *MAP* is a valid indicator (or predictor) of one's performance on the job.

To be sure, there are many other factors besides the 12 competencies identified in *MAP* that must be examined in explaining why some people are more successful than others in their work. Your personality, your network of useful contacts, your expertise on the technical, or task-handling side of the job… these and many other factors will help or hinder you in being a high performer at work. And we've done nothing to assess these factors. So we are not saying that the 12 competencies are the sole basis for high performance. What we are saying, by way of summarizing the last few pages, is this:

- Human behavior can be measured… very precisely, in fact.
- Indirect measures have many advantages over direct observation.
- Many factors besides the 12 competencies influence performance at work.
- The scores obtained on *MAP* correlate closely with performance on the job, thus giving *MAP* validity as a predictive index.

Interpreting Your Proficiency Profile

Twelve Basic Competencies

Your performance at work is heavily dependent on the competencies you bring to the job. Recent studies by a number of major U.S. corporations have identified the competencies that highly effective managers and supervisors possess to a greater degree than do average performers. Training House has identified 12 competencies that are common to most of these studies and that were profusely illustrated, correctly and otherwise, in the behavior of the five managers you observed in *MAP*. These 12 competencies are described in brief on the pages that follow.

Perhaps a definition of competency might be appropriate. We have defined competency as "a group of related concepts, skills, and knowledge that correlates with successful functioning in one's job and that can be improved through training."

Some of the episodes you observed were largely concerned with one competency. For example, Shirley's visit with Jim in the print shop focused on problem-solving skills. In such episodes, all of the choices that you confronted could contribute points to the same competency… in this case, Problem Solving. Here's an example (in which, incidentally, all three choices are true):

The problem Jim and Shirley are addressing could have been avoided if:

98	**T F**	Jim had printed the cards separately with wider margins.
99	**T F**	Jim had ganged up the cards differently.
100	**T F**	Shirley had eliminated the black band that ran too close to the edge.

While some episodes were largely concerned with one competency, others were used to illustrate many competencies at work simultaneously. In such cases, each of the choices might contribute points to a different competency. Here's an example that followed the Monday morning staff meeting.

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.

In the example above, Question 1 relates to "Giving Clear Information." Question 2 deals with "Getting Unbiased Information." Question 4 relates to "Planning & Scheduling Work."

In each of these examples, you gained a point for responding True to a True statement, and lost a point for responding True to a False statement. You neither gained nor lost points for skipped or omitted items. In short, the items used to measure your managerial competencies had right and wrong answers, and your responses to them either won or lost you points.

In contrast, certain items were included as a means of assessing your managerial style on Theory X and Y (that is, the degree to which your relationships at work are “parent-to-child” or “adult-to-adult”). These “style” factors are not competencies, although they are very useful in explaining how and why you behave as you do at work. We’ll learn more about this on pages 112 through 114.

The items designed to assess your X and Y scores have no right and wrong answers. They deal with values and perceptions rather than with knowledge and skills. These items tap your views toward work, employees, and your role as a manager. Here is an example that followed Shirley’s Flextime memo:

If Flextime is to work effectively, it will require:

195.	**T F**	Much tighter guidelines and controls than Shirley outlined.
196.	**T F**	Dropping most of Shirley’s recommendations and going with Numbers 1 and 5.
197.	**T F**	A lot of checking up by supervisors and security guards.

In this example, Question 196 reflects a Theory Y (“adult-to-adult”) style of management that trusts employees and expects the best from people. Questions 195 and 197 reflect a Theory X (“parent-to-child”) style of management that believes employees are not as effective as they should be, and expects to be disappointed by their performance. Thus, your responses to the choices above reflect your values rather than competencies. About 10% of the items in ***MAP*** were concerned with your values and perceptions. The other 90% assessed your proficiency on the 12 competencies, with an average of 20 choices contributing to each competency.

Clusters of Competencies

As you can see on your Proficiency Profile, the individual competencies are clustered in groups of three. For example, Time Management, Setting Goals & Standards, and Planning & Scheduling Work are clustered under the heading of Administrative Competencies. Your percentiles on the three are averaged to yield an Administrative Composite.

Participants are often surprised to find that the three percentiles within a given cluster are widely scattered. There is no reason to assume that they should fall within a close range of percentiles. One can be very effective at goal setting but poor at time management, or good at giving information but poor at receiving it.

Of the four competency clusters shown on your profile, two are mainly concerned with the people-handling side of the job (the Communication Competencies and Supervisory Competencies), while the other two are primarily concerned with the task-handling side of management (the Administrative Competencies and Cognitive Competencies). Thus, a comparison of your two “people” and “task” percentiles will show whether you are more proficient on one side of the job than another, or whether your two pairs of percentiles are relatively well balanced. Again, there is no “right way” or “desired outcome” here, and your scores must be viewed in the context of the nature of your job. That is, are you expected to spend a lot of time at your desk on paperwork, or to be out there with your people? For example, some managers do very little supervising but lots of administrative work (e.g., managers of purchasing, legal, personnel, public relations, etc.). Examine the relevance of each group of competencies to your job before deciding how much attention you should give to your scores.

Another point about our groupings of competencies: they are arbitrary. Other groupings would also make sense. For example, we've put Setting Goals and Standards under the heading of *Administrative Competencies*, although anyone familiar with Problem Solving and Decision Making (the *Cognitive Competencies*) could argue that these processes must begin and end with an examination of one's goals and standards. Thus, an equal case could be made for grouping Goals and Standards under the *Cognitive Competencies.*

Similarly, we've listed Time Management as an *Administrative Competency*. It could also appear under *Supervisory Competency*, since it is concerned with our ability to delegate and to develop others to do some of the things we now do. The fact that our grouping of competencies is arbitrary may explain why you scored high in one and low in another under the same heading. There is no reason to expect consistency among your three percentiles under any of the four headings.

Relating the Scores to Your Job

Your profile shows a Proficiency Composite. This score is the average of the 12 competencies (actually, the average of the four cluster composites), and thus enables you to compare your overall performance on *MAP* with all the managers who have been through it. Although it is always interesting to see how you compare with peers, this percentile may not be as useful to you as are your scores on the individual competencies, which you (and your manager, if you are sharing them) can relate to the specific demands of your job.

Can one be successful as a supervisor or manager if one's scores are low in many of the competencies? Yes, although it may take more work. Also, there may be a tendency for managers with lower scores on their managerial competencies to over-compensate for this by drawing on their technical strength. Success is spelled in many ways.

Your performance on each competency is shown as a percentile of the performance of all the other managers and supervisors who have been through *MAP*. Thus, if you scored a 72% on a given competency, this means that 71% of those who have been through *MAP* scored below you and 28% scored above you. This places you in the top third.

As with any measure of proficiency, the question arises, "What can I do about it? How can I build on my strengths, capitalize on them, turn them to better advantage? And how can I improve in the competencies that I scored low in and that are important to my work, now or in the future?"

There are many answers to these questions, and the best way to explore them is through candid discussion with your manager and anyone else in your organization who can help, such as career planning specialists, training and HRD specialists, personnel counselors, and so on. To begin with, let's recognize that your growth and development as a manager is, first and last, your own responsibility. No one can do it for you. Others can provide courses, give you help in finding certain kinds of assignments (projects, task forces, etc.), and assist in giving you good coaching (mentoring, modeling). But you are ultimately the one who must seek out and pursue the kinds of people and opportunities that will best help you to grow and develop. The process normally begins with discussions between you and your manager. *MAP* gives you a database for such discussions.

A Look at the Twelve Competencies and Your Style and Values

The remainder of this booklet is devoted to an explanation of each of the 12 management competencies and the two management styles. Our descriptions include a listing of the major skills and abilities that are embraced by each competency. This should help you in interpreting your scores and understanding why you scored as you did on your Proficiency Profile.

Time Management and Prioritizing

The ability to manage time effectively—your own and others'—depends on your ability to determine goals and negotiate priorities, to budget your time according to the relative importance of these priorities, and to exercise self-discipline and control of others who interrupt, so as to achieve your goals.

More specifically, time management is based on your willingness and ability on each of the following:

- Prioritizing activities and allocating time to each according to your goals, both organizational and personal.
- Keeping an ongoing inventory of time, adjusting it as goals change and as activities take longer or shorter than anticipated.
- Controlling interruptions and time robbers by shaping the behavior of others whose priorities are not your own.
- Respecting the time and priorities of others, negotiating for their time as you need it.
- Making assignments based on the cost of other people's time, thus having more of your own time to invest rather than spend.

The ability to manage time must be viewed as an attitude as well as a set of skills and knowledge. Managers are paid to achieve goals, not to put in time. The attitude must be one of letting nothing come between them and the goals to which they have committed. This requires self-discipline and tactful handling of others.

Although Bill Taylor used time effectively in his one-on-one meetings with people, he was not very effective at the staff meeting. After laying his watch on the table and setting time limits on each of the three agenda items, he then doubled the length of the meeting by taking Jim up on his offer to look at his objectives for the next year. This was not on the agenda, nor did he negotiate with his people for another 20 to 30 minutes.

Bill's timing was poor in announcing Tony's departure before Tony had told his people… also in giving out the job description at the wrong time and in allowing insufficient time for a replacement to overlap Tony.

Taking time to do things "right the first time" was another issue in *MAP*. In delegating the safe driving project, Bill did this well; Brian did not. Also, in establishing checkpoints before the project is due, Bill did well and Brian did not. These are but a few of the ways in which Time Management & Prioritizing was illustrated in the episodes of *MAP* that you watched.

Setting Goals and Standards

It is the job of every manager to oversee the utilization of appropriate resources (labor, methods, materials, machines, money) so as to achieve the organization's goals and standards. Thus, the process of managing begins and ends with an examination and restatement of the goals to be met.

Your effectiveness in meeting this responsibility depends on your willingness and ability in each of the following activities:

- Identifying and describing the activities associated with each of the stages of the management cycle
- Distinguishing among wishes, activities, goals, standards, and quotas, and knowing when to use each
- Recognizing and reducing barriers to the goal-setting process, both at the personal and organizational (MBO) levels
- Creating or editing goals and standards so as to meet the major criteria (8) of effective goal setting
- Using goal setting as a process for motivating, increasing commitment, and developing competencies in employees at all levels

Three episodes in *MAP* contributed the most points to your score for this competency: the weekly staff meeting, Jim's objectives for next year, and Bill's meeting with Jan for her performance appraisal. Let's look at each.

In the staff meeting we looked at Bill's job description of a food service supervisor. The standards were spelled out well. Bill's setting of goals for the meeting and standards for the food service supervisor show that he is goal-oriented, in contrast to his people who tend to be activity-oriented and distrustful of the motives behind the organization's goal-oriented system of management.

In looking at Jim's goals and listening to Jan's, we can see that they are having trouble distinguishing among goals, activities, and wishes. Moreover, some of Jim's activities (hiring another printer) will not lead to achieving his goals (saving the $6,500 now being spent in overtime).

In Jan's performance review, we see that she is more task-oriented than goal-oriented, and does not realize that meeting standards is as important as meeting goals, and more appropriate to her mailroom. She and Bill end the appraisal by setting a wish rather than a goal for the coming year (to be more "adult" and less "parent" in her dealings with others).

Planning and Scheduling Work

Some work is routine and repetitive in nature (e.g., manufacturing processes). Other work is performed on a project basis—one-time affairs without precedent. With both types of assignments, managers must plan, schedule, and control the work for which they and their people are responsible. This competency includes such skills as:

- Setting checkpoints and controls for monitoring progress
- Specifying activities that lead to the achievement of goals
- Using appropriate forms, systems, and procedures to save time
- Selecting and managing resources appropriate to the tasks
- Using methods improvement to eliminate, simplify, and combine the work
- Analyzing complex tasks and breaking them into manageable units
- Increasing productivity (greater output per unit input)
- Using appropriate techniques to schedule projects and activities

This competency is central to the act of managing and examples of it occurred in many of the *MAP* episodes. The largest contributor of points to your score on this competency was Jim's Management Planning Sheet that outlined his goals for next year and a timetable for achieving them. The *MAP* items pointed out the value of the planning sheet (Questions 61, 62); Jim's scheduling of activities that will increase costs rather than reduce them (63); and in helping Bill to track Jim's performance, assign values, and reduce confusion of priorities (72).

Shirley's "Feedback to Author" form contributed points to this competency. This form is not unnecessary paper. Rather, it is the feedback loop in her system for managing word processing (35).

Finally, in Jan's performance review, you gained points if you realized that (213) there is redundancy in the forms used (page 31 and pages 54–55 of the Workbook) to record a manager's goals.

Listening and Organizing

Listening refers to your ability to understand, organize, and analyze what you are hearing so as to decide what to think and do in response to a message. In today's fast-paced world, most of our business communications rely on speaking and listening (75%), with far less reading and writing (25%). The quality of information we receive as the basis for making decisions is directly related to our skill in listening to the facts and feelings we get from others.

More specifically, this competency includes your skill on each of the following activities:

- Identifying and testing the inferences and assumptions we make
- Overcoming barriers to effective listening (semantic, psychological, physical)
- Summarizing and reorganizing a message for recall
- Keeping the speaker's intent, content, and process separate
- Withholding judgment that can bias your response to the message

Your competency as a listener was evaluated in six of the episodes you watched. (We did not count your score in the "surprise" listening test that you took at the start.) In most of the questions, all you needed to get points was to remember whether or not a speaker had made a point. Some examples:

Bill wants to find a present employee to head the Food Services Dept. 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.

Questions 18 and 20 each contributed to the Listening competency, since Bill made both points. Nothing was said about Question 17. If you answered 17 as True, you lost a point. As for Question 19, we have no evidence pro or con on this, which is not part of the listening competency. Here's another example:

Which of the following are concerns Shirley has about her people?

37.	**T**	**F**	They now have less exposure to what's going on.
38.	**T**	**F**	They are not getting the visibility they once had.
39.	**T**	**F**	They are now getting more work now than ever before.
40.	**T**	**F**	They now have to work for any author.

Questions 37-40 also focused on Listening and Organizing. Questions 37, 38 and 40 were True because Shirley had heard this information from talking with her "people."

Question 39 is False. Shirley does not identify an increase in work volume as one of her concerns.

Giving Clear Information

The average manager spends 30%–40% of the typical workday giving information to others. No single skill is more important to our ability to influence the thoughts and actions of others. More specifically, this competency includes skills in each of the following activities:

- Assessing a situation, determining the objectives, and giving the information that will best meet the objective
- Constructing and delivering clear, concise, complete, well-organized, convincing messages
- Recognizing and overcoming the physical, psychological, and semantic barriers in our interactions with others
- Keeping on target, avoiding digressions and irrelevancies, and meeting the Aim of the communication
- Determining how to use persuasion effectively, exerting high or low Bias (influence) as appropriate
- Maintaining a Climate of mutual benefit, trust, rapport, and a win-win outcome

While most of the episodes had items contributing to this competency, two in particular are worth noting: Jan's selection interview with Ted, and Shirley's Flextime memo. Both of these episodes are rich in illustrations of a manager's need to control Aim, Bias, and Climate: three dimensions of interpersonal communications (listed above as the last three skills in our list of subsets of this competency). Let's look at two items based on the selection interview to illustrate these three dimensions:

Ted has just handed Jan his application form. She should:

119.	**T F**	Give him the organization's newsletter to read while she studies the form.

The answer is this case is True. Jan needs time to read the application form and suggesting that Ted read the newsletter gives her this time.

Jan's decision to give Ted the job description is:

139.	**T F**	Inappropriate, since Ted has not yet described his last job.
140.	**T F**	More appropriate if she had given it to him at the start of the interview.
141.	**T F**	Appropriate, since Ted can then tailor his comments to the specifics of the job.

The issue comes up in Questions 139, 140, and 141 when Jan gives Ted a copy of the job description. This action is inappropriate, since Ted has not yet described his last job to Jan. Question 139 is the only True answer of the three.

Getting Unbiased Information

During the past 50 years, our society has passed from the Industrial Age to the Information Age. Managers formerly had direct contact with the goods and services they produced and with the people who produced and consumed them. Today we receive most of our information second-hand, from others rather than from direct observation. Yet, the quality of the decisions we make, goals we set, and actions we implement can be only as good as the information we get from others.

Indeed, our ability to manage effectively depends on our ability to use questions, probes, and interviewing techniques in a way that minimizes the filtering and editing that takes place when information is transmitted from persons to person. This competency depends upon such skills as the following:

- Identifying the forces at work that may bias the information we want
- Using directive, non-directive, and reflecting questions effectively
- Employing the funnel technique of questioning to draw others out
- Making use of probes when information is hidden or being guarded
- Recognizing meaning on both the latent and manifest levels
- Using sequences of questions to shape behavior deductively
- Confirming understanding and obtaining agreement and closure

In assessing this competency, the items you responded to in *MAP* are two types: those that measure what you know about how to get unbiased information (illustrated in our first example below) and those that measure your ability to interpret information in an unbiased manner (illustrated in our second example below). Both examples are based on the Monday morning staff meeting.

Bill's typical response style(s) might be described as:

46.	**T F**	Searching—using questions to get more information.
47.	**T F**	Critical—giving correction and evaluative comment.
48.	**T F**	Advising—giving help and information.

Questions 47 and 48 are True. Bill corrected or put down Brian (on bringing up the rumor about layoffs) and Jan (on wanting "young, good-looking guys") and Shirley (on saying "caterer" instead of "concessionaire"). He also is quick to give advice instead of letting his people speak and think for themselves. For example, when Jim asked what "flextime" is and when Jan asked what "authors" we have, Bill answered. He should have thrown the ball to Shirley in both cases.

Which of the following are concerns Shirley has about her people:

37.	**T F**	They now have less exposure to what's going on.
38.	**T F**	They are not getting the visibility they once had.
39.	**T F**	They are getting more work now than ever before.
40.	**T F**	They now have to work for any author at all.

Questions 37, 38 and 40 are True here. These are the reasons Shirley made up the "Feedback to Authors" cards that she distributed at the staff meeting.

Training, Coaching, and Delegating

Managers who bear the responsibility for supervising others face a harsh lesson: their own effectiveness is determined by the effectiveness of their people and the quality of the team they have built. Leaders are judged by the types of followers they attract. Coaches are evaluated by the performance of their players. Thus, the ability to develop people is critical to being a successful supervisor. This competency includes the following skills and abilities:

- Selecting the right people for jobs and the right jobs for people
- Reaching agreement on resources, timetable, action plan, and desired outcome
- Keeping your input (tell and show) and the employee's output (hands-on "doing") in balance
- Transferring "authorship," or responsibility, to the employee
- Reinforcing new performance on the job (feedback: praise and criticism)
- Defining the gap between the trainee's present behavior and desired behavior
- Providing appropriate rewards (recognition, responsibility, etc.)

In evaluating Bill's ability to train, coach, and delegate, we must look at the performance of his people. All four seem to lack confidence at times and are more concerned with pleasing Bill than with addressing situations on their own. The staff meeting could have been an opportunity for team building, but Bill uses it to put people down more than he builds them up.

We see evidence that Bill wants to extend the effectiveness of his people, but a parental style of management keeps him from doing so. His people remain dependent on him and are not developing to their full potential. Jan needs help in making decisions (the selection interview, the "rush" mailings, the approval of overtime) but is not receiving it. Brian needs help in developing Jose, but is not getting it. And Jim needs training in how to prioritize and schedule his work. But Bill gives this responsibility to Shirley rather than helping Jim to develop it. Shirley needs coaching in how to prepare an effective Flextime memo. Both her writing and, more fundamentally, her organization of thought, need help. But the memo went out without the benefit of Bill's editing.

The one place where Bill shows us some skill in delegating is when he turns over the driver safety project to Brian. He got Brian to talk through the project and come up with a timetable and a plan of action. He set an intermediate checkpoint to review progress in advance of the final "due date." In short, Bill is capable of training, coaching, and delegating, but his management style keeps him from doing so in many cases.

Appraising People and Performance

The ability to plan and carry out a constructive performance appraisal involving joint evaluation of past performance, agreement on future expectations, and development of a plan to see that these expectations are met are the main elements in appraising people and their performance. Although the formal process may occur only once or twice a year, most managers know that their people need feedback on an ongoing basis. This competency includes the following skills:

- Preparing both parties for a performance review
- Focusing on performance and not on personality, attitude, or traits
- Reinforcing strengths and correcting weaknesses in a positive manner
- Dealing effectively with all five parts of a performance review
- Getting subordinates to appraise their own performance
- Develop a specific plan that outlines who does what in the months ahead

In the *MAP* episodes, Bill did a relatively good job of preparing Jan for her review, both at their session following the Monday morning staff meeting and during the first few minutes of her review (when he dispelled her nervousness with an analogy that compared performance appraisals to annual medical check-ups).

Bill also was effective in getting Jan to appraise herself. He focused on the goals they had set at the last review and after examining each goal, Bill's style was to ask Jan, "How do you think you did on that one?" Thus, he got her to appraise her own performance before sharing his evaluations, which is desirable.

Bill fell short on several key aspects. He told Jan that examining her goals and standards for the next year isn't really a part of appraisals. However, it is a very important part of the appraisal process, especially for someone who may see her day-to-day work as routine and unchallenging. He also lapsed into an evaluation of Jan's personality ("at times nurturing parent and at times judgmental parent"), when he should have stuck to her performance. This leaves her confused and uncertain as to what she can do to change ("I'm not sure the old dog can learn new tricks").

Other items focused on how an effective review of performance should be handled. Jim's Management Planning Sheet addresses this:

This form has a column labeled "Rating at Finish." It is here that ratings on a 5-point scale will be assigned at the end of the review. These ratings should:

67.	**T F**	Be assigned by someone who knows Jim's work well.
68.	**T F**	Reflect how well Jim has performed.
69.	**T F**	Be based on performance criteria established in advance.
70.	**T F**	Be agreed to by Bill and Jim.

Questions 67–69 are True, and assess the competency Appraising People and Performance. All three conditions occur in successful performance management systems. Question 70 indicates a Theory Y management style. Reaching agreement on the metric or rating scale that will be used to evaluate performance is clearly adult behavior.

Disciplining and Counseling

One of the least pleasant aspects of a manager's job is disciplining an employee whose performance has slipped into a pattern of unacceptable behavior. The purpose of counseling and disciplining is a positive one: to restore the employee's performance to within the accepted standards or norms without loss of face (respect, trust) on anyone's part. The purpose is **not** to get even, or to show everyone who's boss, or to punish or teach the employee a lesson, or to blow off steam, or any other objective in which emotion clouds reason, and personality eclipses performance. To counsel and discipline effectively, a manager should display skill in the following activities:

- Describing in measurable, observable terms the desired behavior, the present behavior, and the nature and scope of the gap, or deviation
- Discussing the deviation with the employee in a constructive, adult-to-adult manner
- Establishing the consequences of any further unacceptable behavior
- Getting the employee to accept responsibility for correcting the deviation within an agreed-upon time frame
- Reinforcing the employee for improved performance (or taking the appropriate action if no improvement occurs)

In the *MAP* program, Jim had to counsel and discipline Fred about his leaving early. Although we have no evidence of a performance problem or any goals not being met, Bill believes that Fred's early departures might cause a morale problem among other employees, and Jim agrees to correct Fred, thus paving the way for Jim's session with Fred.

At the end of the session, Fred agrees to find an alternate way to get home without leaving early. From this standpoint, Jim has met the first half of the purpose of counseling and disciplining as stated above: "to restore performance." However, Jim lost points on the second half ("without loss of face, respect, or trust"). Here are some of Jim's errors:

- He said "You were noticed by someone, though I'm not naming names"
- He never complimented Fred on the quality or quantity of his work
- He didn't outline the negative consequences of leaving early
- He set no time limit for correcting the problem
- He took some responsibility from Fred by making it his problem as well
- He showed Fred no benefits of correcting the problem

As a result, Fred leaves the session realizing that Jim knew that he was leaving early but wasn't bothered by it enough to mention it **until** someone whom Jim won't name brought it up. Thus, Jim is more responsible to his informant than he is to Fred and the *EXCEL*lent quality and quantity of Fred's work. We believe that Jim could have achieved his objective without provoking these negative feelings on Fred's part.

Identifying and Solving Problems

This competency is concerned with your ability to identify barriers that keep you from achieving your goals and standards, and apply a systematic set of procedures to eliminate or reduce the causes (root problems). Analytical skills and intuition are important qualities to have when solving problems.

More specifically, the problem-solving competency is concerned with your skills and abilities in each of the following activities:

- Identifying barriers or problems that threaten your goals
- Distinguishing between symptoms and problems
- Collecting and weighing evidence relating to causes
- Locating the root problem(s) or cause(s)
- Implementing the most appropriate course(s) of action

Two episodes in particular contributed heavily to your problem-solving competency: Shirley's and Jim's discussion of the smudged cards in the print shop, and Bill's discussion with Jim about Fred leaving early. In the latter we see that a problem is anything that keeps us from achieving our goal. Fred's leaving early wasn't a problem in Jim's eyes, since Fred was turning in good work. In fact, Jim feels that there is danger in discussing it with Fred, since this might adversely affect his good work. To Jim, the problem is that Bill saw Fred leave early, or, that he should have cleared his policy of flexible hours with Bill.

In the episode "Shirley and Jim Discuss a Problem," questions 85–88 measure your understanding and ability to identify root causes of problems.

The root cause of the problem is that:

85.	**T**	**F**	Jim didn't run the cards separately with wider margins to allow gripper space.
86.	**T**	**F**	Jim didn't gang up the cards appropriately.
87.	**T**	**F**	Jim made a direct image plate without first making a negative.
88.	**T**	**F**	Shirley didn't know that Jim makes negatives only on long runs (1,000 plus).

Question 85 is False. Jim's running the cards separately was not a decision-step in the process. Question 86 is True. Despite Jim's awareness that a margin of less than 3/8 inch would result in smudging, he ran the job anyway. Question 87 is False because making a direct image is not related to the smudging of the cards. Again, for the same reason that 87 isn't True, Question 88 is False.

Making Decisions, Weighing Risks

Our lives are filled with hundreds of decisions every day. We make them without much thought. Sometimes, however, we are faced with decisions whose consequences are sizeable, such as making a major purchase, hiring someone, or selecting a new supplier. In these situations, it is useful to use a decision matrix to weigh the alternatives.

The decision-making competency is concerned with your ability in these areas:

- Establishing the goals and standards to be met by a decision
- Exploring all sources of appropriate options (i.e., all choices)
- Identifying the limits, desirables, and risks to be considered
- Assigning weights and constructing a decision matrix
- Assessing risk and selecting the best option

The episode contributing most heavily to your decision-making score was the one in which Jan drew up a decision matrix (page 41 of the Workbook) and evaluated the candidates she was interviewing. Although it is appropriate to use a matrix in such situations, Jan did not use it correctly.

Jan's main problem was in confusing limits, desirables, and risks. For example, her list of desirables included several limits that should have been checked in advance, such as having a driver's license. Anyone who doesn't have a driver's license should not have been allowed to complete an application form. Similarly, her list of desirables includes risks that should be checked out only after she has determined which candidate scored highest on the matrix. Risks include physical strength (have a doctor examine the applicant) and good check out with references.

Other episodes also contributed to Decision Making. This item, for example, is based on Bill's discussion with Jim about Fred's leaving early:

When policy (uniform work hours) and productivity (running presses beyond quitting time and leaving later) are in conflict, management should:

178.	**T F**	Explain the original reasons for the policy, and enforce it.
179.	**T F**	Change the policy so that productivity is not compromised.
180.	**T F**	Retain the policy, but identify the exceptions to it.
181.	**T F**	Adjust policy and/or productivity in light of the organization's goals.

Questions 178–181 are all concerned with the competency Making Decisions and Weighing Risk. Clearly Question 178 is False. It neglects to consider the risk to performance and morale that might occur if the policy is rigidly enforced. Questions 179–181 are True. All three statements suggest the decision to change work hours should be based on its positive or negative impact on the organization.

Thinking Clearly and Analytically

Many managers find it hard to accept a lower score on this competency. "I know that my time management needs improvement and that I don't listen as well as I should. But I'm having trouble believing that I don't think clearly."

Analytical Thinking refers to your ability to use logic, to recognize shaky premises (assumptions), to avoid faulty conclusions (non-sequiturs), to avoid generalizing from inadequate information, and to approach decisions rationally and unemotionally.

MAP contains 15 items that contributed to your score on this competency. Of these, six contained false statements that, if selected, deducted a point from your score. Often Bill Taylor's thinking seemed plausible on the surface, but further scrutiny of some of his statements would reveal shaky thinking. Here are a few examples of statements based on faulty thinking:

> "We'll save overhead by picking up Tony's people and putting them on payroll."
>
> "You don't need food service or supervisory experience to run the cafeteria."
>
> "If we can promote from within, it makes a lot of sense to do so."
>
> "They have part-time jobs now and probably want to remain that way."
>
> "Don't talk about it with anyone in the cafeteria… Tony hasn't told them he's leaving."
>
> "Your goals and objectives really aren't part of the performance review, but I'll look at them."
>
> "Tony doesn't leave for another month, so his replacement can overlap for several weeks."
>
> "If it makes things easier, make me the bad guy. Tell Fred I noticed him leaving early…"

Bill's actions also contained examples of faulty or contradictory thinking. For example:

- He cut off Brian's concern about the layoffs rumor right after asking if anyone had any other items.
- He accepted Jim's goal of hiring a printer so as to save a relatively small cost of overtime and keep deliveries on time.
- On Jim's scheduling problems, he changed the job to fit the person rather than vice versa.
- He ended Jan's performance appraisal without agreement on specific actions to be taken.

Here are some other examples of faulty thinking. You lost a point if you answered True to any of the following questions:

91. If we want to correct the symptoms without taking time to eliminate the problem, we could advise Jim to: *Return unacceptable layouts to Shirley for correction before printing the job.* (Returning unacceptable layouts would eliminate the problem – the black band – and not simply correct the symptom.)

110. Brian questions why he should do a study of the organization rather than use statistics from the American Automobile Association and National Safety Council. *This view is understandable in light of his limited view of the purpose of the project.* (Brian's question is based on his concern that the accidents by employees are (a) no different from anyone else's and (b) a very limited sample to generalize from. His view of the purpose of the project is very clear, and his questions are appropriate.)

151. It's obvious after studying Jan's decision matrix that numbers are being used to make a subjective process look more objective. (By assigning weights to each "desirable," the process becomes more objective. The issue is not how it looks, but what it is.)

161. From studying Jan's decision matrix, we can conclude that the need to work overtime must come up relatively frequently. (Jan assigned a high rating to the criteria, "willing to work overtime," but we cannot assume that it comes up frequently. An equally valid assumption might be that finding people willing to work overtime is difficult.)

176. Bill is wrong in thinking that Fred's leaving early might be the start of a pattern that should be corrected. (Bill's thinking is appropriate, since he does not know that Jim has allowed his printers to trade off their hours and that Fred is respected by his fellow workers.)

To summarize, Thinking Clearly & Analytically is one competency that can best be assessed by examining statements that may look logical on the surface but are flawed by faulty reasoning or assumptions that have little or no factual foundation. Points are lost by selecting such statements.

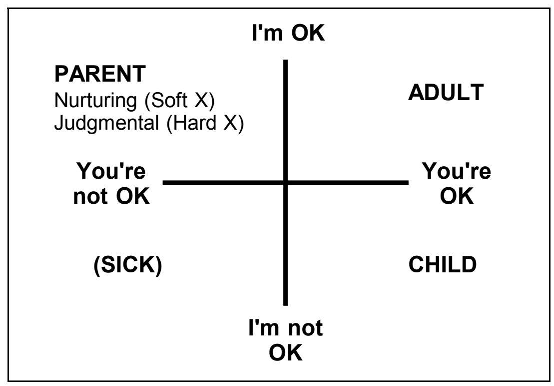
Theory X and Theory Y (Parent-Child and Adult-Adult)

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

Throughout the centuries, 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*. The field of Transactional Analysis (TA) uses two terms that further our understanding of these sets of values: we can now describe the relationship of managers to employees as Parent-Child (Theory X) or Adult-Adult (Theory Y). The table on page 114 makes the distinction clear.

We find the language of TA especially useful in explaining the concept of managerial style. McGregor's X and Y styles are often misunderstood. A common misconception is that Theory X managers are autocratic and tough, like a mixture of Gen. George Patton, Simon Legree, and Genghis Khan. Similarly, Theory Y managers are "nice guys" who want to be popular with their people and will bend over backwards to keep employees happy. Both interpretations are distorted. That's why we borrow from TA to gain insight into management style.

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 said to be operating from the PARENT ego 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 much as a mother hen might with her chicks. This manager (the soft X, or "country club" style) wants to be recognized as a friend.



In contrast to the nurturing parent, the "judgmental" parent (hard X, or task-master) 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.

Here is where the "Pygmalion effect" sets in: you get what you expect (you harvest what you sow… you elicit the behavior you reinforce). Let's look at some examples. Bill Taylor sees Shirley as mature, responsible, self-confident, not afraid to express her views, acting in the interest of the organization and not self-serving. Shirley is "OK" (ADULT). Hence, Bill's interaction with her is conducted on an "adult-to-adult" basis… for example, the scene at the coffee machine in the corridor where they discuss Jim's problem in scheduling his printing jobs. Bill is pleased with Shirley and lets her know it. Recall his comment at the staff meeting. "I think you've done a great job, Shirley, in designing this new card that gives your people recognition… how do the rest of you feel?"

Jan, however, is not all that Bill would like her to be. She is afraid of responsibility, lacks self-confidence, tries to please Bill rather than operate independently in the best interest of the organization. Jan is "not OK" (CHILD), and Bill lets her know it. "Jan, how do your people differ from you on commitment? You gave Mark and Elaine an assignment—to cross-train—and then you let it fall through the cracks. Do you feel you lack commitment? Two other cases come to mind. One is the express mailing…"

When Bill treats Shirley as an ADULT, he increases the probability that she will behave as one. And when he treats Jan as a CHILD, he increases the likelihood that she will behave as one… insecure and nervous at the staff meeting, the selection interview with Ted, and her performance review with Bill.

Now let's examine Jim's management style. He shows his strong X with statements like "others will also want to leave early if they see you getting away with it." Similarly, during the discussion of Flextime at the Monday morning staff meeting, he says, "Who decides what the hours will be… the employee? I can see that leading to a lot of abuses." Both of these statements show Jim's distrust of employees.

In contrast, Brian believes in his people. He wants to give Jose more responsibility and to help him grow ("work with his head as well as his hands"). This is an "adult-to-adult" Theory Y view of workers. The problem, of course, is that Jose is still CHILD… not ready to take on more responsibility without a lot of training and coaching. Brian's intentions are good, but he is not able to adapt his style to the situation or the individual.

Bill believes in Theory Y and tries to conduct his business with others on an "adult-to-adult" basis. Usually he succeeds, but when the other person is dealing from the parent state (Jim) or the child state (Jan), Bill also deals from the parent state. Of the five managers viewed in *MAP*, Bill is the most flexible in modifying his style to fit the other person's style in his one-on-one interactions. However, at the Monday morning staff meeting, he shows rigidity of style, and conducts the meeting largely on a parent-child basis.

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-to-adult" and "parent-to-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. There are no right or wrong scores, of course. The appropriateness of your two percentiles depends upon the work environment, the people you supervise, and your own evolution as a manager.

On page 115 of this section you'll find additional guidelines for analyzing your own style in responding to employees and fellow supervisors from your adult state and your parent state. First, however, study the table on page 114. Then you'll be better prepared to understand your X and Y scores on *MAP* and to compare then with your scores on the *Communication Response Style* exercise.

	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.

Interpreting Your "Styles" Scores

As part of the *Managerial Assessment of Proficiency (MAP™)*, you were given two self-assessment exercises that you responded to on mark-sensitive answer sheets. Let's examine the purpose of each and the implications of your scores.

The way in which you manage situations and supervise people depends on more than the 12 competencies outlined on pages 99–111. The last pages used the language of Theory X and Y and Parent-Adult-Child to advance the notion that your values (perceptions, expectations, opinions, etc.) regarding work and workers have a strong bearing on how you apply your competencies in supervising others.

For example, a manager who is strongly Theory X will foster parent-child relationships with workers. When an employee is talking, a Theory X manager may find it difficult to listen (since "parents" believe that "children should be seen and not heard"). Similarly, the idea that employees should be involved in setting goals, making decisions, and appraising their own performance will be less acceptable to Theory X managers than their Theory Y counterparts, as the table on page 114 indicates.

To give you additional insight into your style, we asked you to go through two self-assessments. The *Personal Style Assessment* examines four behavior patterns that are present in different degrees as part of your personality: Thinker, Intuitor, Feeler, Sensor. Don't be misled by these four labels… they were established by Carl Jung many years ago. Look at the attributes behind each as you read the interpretation folder.

The *Communication Response Style* exercise helps you to see how you are likely to respond to others at work. Your four scores relate directly to our explanation of management style on pages 112–113. Indeed, the way in which we communicate with others is the most reliable indicator of our management style. As you will see from reading the interpretation section, two of your four scores reflect "adult-to-adult" responses (i.e., the Searching and the Empathic), while the other two scores indicate "parent-to-child" responses (i.e., Critical—the judgmental parent, and Advising—the nurturing parent).

You can thus obtain another pair of scores to compare with your Theory X and Y scores by adding your Critical and Advising scores (Theory X) and your Searching and Empathic scores (Theory Y). They may not necessarily agree, since the *Communication Response Style* exercise consisted of forced choice items (i.e., there were only 60 points possible over the four styles, so you could only "pay Paul by robbing Peter"). In contrast, on the selections you made of X and Y statements were independent of one another.

Training House is a publishing and consulting firm. We specialize in human resources development, and are best known for our more-than-500 hours of packaged instruction in the areas of supervisory training and management development… course materials and instructional systems that are used by hundreds of organizations throughout the world.

No program that we have ever published has been subjected to more rigorous and extensive field-testing than was *MAP*. This was dictated by the nature of its purpose and the need to assure both our clients and ourselves of the validity of scores obtained on *MAP*.

We are grateful to our clients for their willingness to participate in the field tests. This cooperative venture enabled us to establish percentiles (national performance norms) on each competency, make revisions to ambiguous or non-discriminating items, and run the correlation analyses that ultimately proved the value of *MAP* as a valid indicator (predictor) of performance on the job. Here are the clients whose managers participated in the field tests:

U.S. Army Armament Research and Development Center, Dover, NJ
Iowa Public Service, Sioux City, IA
Fleming Foods, Oklahoma City, OK
Hertz Corporation, New York, NY
Joseph Seagram & Sons, Louisville, KY
Western Termite and Pest Control, East Orange, NJ
Milgrom, Sussman, Galuskin and Company, Edison, NJ
State Mutual Insurance Company, Worcester, MA
Bantam Books, New York, NY
Greater New York Savings Bank, New York, NY
Bethlehem Steel Company, Bethlehem, PA

Managerial Assessment of Proficiency

MAP™

Script of *MAP* Videotapes

For use by Instructors, Counselors of *MAP* Participants, and those whose hearing is impaired or who would like help with the English language.

Why a Script?

The Managerial Assessment of Proficiency (*MAP*) was introduced in 1985. By the end of 1992, over 20,000 managers in 400-plus organizations had gone through the program… without the aid of a script. Why, then, did we publish the script in 1993? What will this do to the validity of *MAP* scores for participants who are using the script and receiving percentiles based on data from 20,000 managers who did not have the benefits of a script (to refer to as they responded to the True/False items)?

We issued the script in response to the increasing number of foreign installations of *MAP* in countries where English is a second language. *MAP* participants should not have their competency scores jeopardized by their inability to understand the dialog spoken on the videotape. Since one of the 12 competencies is **Listening and Organizing**, we might expect participants who are armed with the script to score higher than their counterparts in the database. We feel justified in making this “trade off” in favor of overcoming the language strain and getting a more accurate measurement of the other 11 competencies.

This script is not for general distribution. Its use should be restricted to the following:

- **Participants** for whom English is a second language. *MAP* can be a strain for those not accustomed to hearing American English spoken. The printed script will also be valuable for the hearing-impaired participant. A one-page **Glossary of Less Familiar Expressions and Terms** is also available, with listings arranged in their order of occurrence in *MAP*.

- **Instructors**, who can review *MAP* or look up specific episodes without having to scan the videotapes. Also, a participant who comes back to *MAP* late (from lunch, the phone, etc.) and misses an episode can be given the script so that they can catch up with the others.

- **Counselors**, who can show a *MAP* participant examples of good or poor managerial behavior when defining and illustrating certain competencies.

One copy of this *Script of MAP Videotapes* is included with the Instructor’s materials to make you aware of its availability. Additional copies may be ordered on request… no charge to *MAP* owners.

MAP is available in five different languages. We welcome requests from organizations interested in working with us to produce editions of *MAP* in other languages.

Introduction

Brian's Office

Jose: You know, I've never done anything like this before and I don't know how to go about doing a research project like this. I don't want to make any kind of mistake or anything, you know?

Brian: Hey, there's nothing to it. Don't think of it as a research project… just some talks with a number of people who have information to share with you. Besides, you can probably tell a lot already about the conversations you've had with the people who drive our fleet, and from the repairs and maintenance that you and Marty do.

Jose: Yeah… we don't even get a chance to speak to the people. They just get in their cars and they leave.

Brian: I know you can handle it. You've been asking for ways to work with your head as well as with your hands. Well, here's your chance!

Bill Taylor's Office

Bill: The other recent incident concerns the overtime that you approved for Bill Markowitz when the work could have been done during regular hours. We discussed it at the time, several weeks ago.

Jan: Okay, I agree that I was wrong about the overtime. But on the mailing to the directors, nobody approved the extra expense of the guaranteed overnight delivery. And knowing how important it is to stick to our policies on authorizations, I sent it out regular.

Bill: But Mr. Peterson's secretary told you it was a rush mailing, didn't she?

Jan: Sure she did, but she always says that. Bill, everybody wants their stuff sent rush. So the term rush doesn't mean much.

Bill: It does when it's Mr. Peterson, who got on my tail about it. Did you ask his secretary about authorizing the overnight delivery?

Jan: No, but she couldn't approve it anyway because she doesn't have the authority.

Jim's Office

Fred: You know, I come to work every morning 45 minutes early, and often times I work through lunch. So I don't feel like I'm cheating anybody out of their hours. In fact, most of the time I put in more than a full week's work.

Jim: Whether or not you're turning in a full week's work is not the issue.

Fred: What is the issue? I mean, isn't my work above average? And what about that special project you gave me, I mean, I talked to all the suppliers and I think I came up with a really good used shredding machine, like you asked me to…

Jim: That's not the issue, either. The problem is, it sets a bad precedent, your leaving early. The others may want to do it if they see you getting away with it.

Fred: Did one of the others say something about this, like Nick, maybe?

Jim: Well, you were noticed several times and somebody talked to me about it, though it wasn't Nick.

Fred: Well, who was it then?

Jim: I'm not naming names, though it was not one of your co-workers. Look, the point is that we have certain rules about starting times and stopping times, and it looks bad for both of us if we break those rules… especially on a regular basis.

Narrator on *MAP* Set

Narrator: It's not always easy being a manager, is it? Hello. I'm Kirk Cisco and it's my pleasant task to serve as your moderator and "tour guide" as we travel through the Managerial Assessment of Proficiency. We'll be referring to this exercise by its initials, M-A-P.

During the day you'll be observing a department head, Bill Taylor, and the supervisors who report to him. They all belong to the Administrative Services Department. You'll see them interact in 10 different episodes that come up during a typical week. You'll also examine two other episodes that are presented in written form in this workbook. If you don't have a copy of it with you now, better turn off the videotape until you get one.

After watching each episode, you'll be stopping the videotape and evaluating Bill and his people by responding to questions or statements in your workbook.

Here are the people you'll be working with. I think you'll find them typical of a number of supervisors and managers you've known. Some of the things they say and do will be to your liking. At other times, their actions will be at odds with your own thinking. You'll have many opportunities to indicate the extent of your agreement or disagreement by responding to the items in your workbook.

These supervisors will be involved in many different episodes during the week: a performance appraisal, a selection interview, a counseling session, delegation of a project, a problem-solving discussion, and so on. This will help us to see how well you know some of the concepts and skills associated with being a manager. It will also give us a measure of your proficiency in the broader, underlying competencies such as your ability to organize information, your analytical skills, listening skills, and so on. Finally, it will enable you to prepare an Individual Development Plan that spells out what actions you plan to take in those areas where you'd like further training and development.

All clear? Well, let's find out. Please turn to page 17 in the workbook, where you'll see the Table of Contents. There's no need to read it, since we'll be going to the workbook together. The main value of this workbook is to provide the questions that you'll be responding to as you evaluate Bill and his people. We've also included two episodes where you'll be reading forms and a written message.

That brings us to page 18, where you'll see a series of questions that I'd like you to answer right now. These questions will give us both a better idea of how well you understand the format and purpose of this program. Please turn off this presentation until you've completed page 18 in the workbook. (STOPPING POINT)

Welcome back. Are we still on speaking terms? Or have I managed to alienate you with that unexpected test?

Let me tell you why I did it. One reason was to acquaint you with the workbook and how you'll be making responses. Another reason is that I want you to realize that the program you're about to go through will require concentration and hard work. Most of the time, our viewing of TV is done in a relaxed, passive state in which we expect to be entertained. Well, as you've just seen, we're expecting you to do a lot of rather demanding thinking as you go through this program… interpreting and organizing what you hear as you hear it.

On page 20 of the workbook you'll find instructions for scoring your responses to page 18. So please follow the guidelines and study the feedback on pages 20 and 21 as you score yourself. Turn the presentation off until you've entered your scores in the boxes on page 21. (STOPPING POINT)

Well, how did you do? Frankly, if you got 11 or more of the 14 points possible on the listening score, you're doing real well. But don't be too concerned about your score on this exercise. Instead, let's examine the organization chart and mission statement of their department. You'll find it on pages 22 and 23. It will probably take you 5 to 10 minutes to study pages 22 and 23, after which we will look on in the Administrative Services Department and listen in on the Monday morning staff meeting that Bill Taylor is having with his four supervisors. (STOPPING POINT)

The Conference Room

Jan: (TO BRIAN) Did you happen to see the game yesterday on TV?

Brian: Yeah. What about Davidson's interception in the last four minutes. There's justice for you!

Jan: That was incredible! He ran 63 yards!

Brian: I know… I lost 15 bucks on that game.

Jan: That'll teach you to back the losers.

Brian: Yeah, well, they should have called it off…

Shirley: (TO JIM) Did you get up to the lake this weekend?

Jim: No. No, Robbie came in for the weekend, so we stayed here and put him to work around the house stacking firewood.

Shirley: Oh, well, George and I had friends up from Abington. You know, yesterday we went to the flea market and came home with a copper fire extinguisher… you know, the old soda-acid type.

Bill: Okay, everybody, let's get started. I've put three objectives on the flip chart as our suggested agenda for today's meeting. First, there's a new section being added to Administrative Services—Food Service. I want to find someone within the organization to head it up. Second, I'd like each of you to report on what you're working on, your priorities this week, and where you need help. And third, I'd like…

Shirley: Ah, I'd like to go back to the first item. What is Food Service and don't we have a contract with a caterer who runs the cafeteria now?

Bill: I'll get to that in a minute, Shirley, after we've looked at the agenda. But the caterer is going out of business, and we've decided to take over the running of the cafeteria ourselves.

Shirley: Ah, how about that!

Bill: Finally, I'd like to have your objectives for next year in by this Friday. We discussed this at our last meeting, when I distributed the new form, and I'd like to see how you're coming and if anyone needs help.

Now, we'll probably need about (WRITES ON CHART) 5 minutes on the first objective. And let's put 10 minutes on the second one, and about 5 on the last one. That means we should be out of here in about 20 minutes unless anyone has items to be added.

Brian: Well, maybe I do. My neighbor mentioned to me this weekend that he heard we were going to be laying off a hundred employees. Have you heard anything about it?

Bill: Rumors are cheap, and you can always find someone who wants to spread them. No, I don't know anything about layoffs, and since it's not on our agenda, why don't you talk to me after the meeting about it, and we'll see what might have been behind your neighbor's comment.

Bill: Shirley, now about the Food Service area. Tony Zupini is dissolving his catering business to go into business with his son in the fresh produce line. We have a real opportunity to save some overhead by picking up Tony's people and putting them on payroll. None of them is supervisory material and most are working part-time anyway, so we feel that someone from within the organization should head up the new unit. I'd like each of you to think about your own people and whether any of them is ready for you to put their hat in the ring.

Jim: Don't you want someone with food service experience? I mean, none of our people has that.

Bill: Not necessarily. I want someone with good ability to supervise others—help them to plan and schedule, to solve problems, to manage their time effectively. It's a good opportunity if we have any qualified candidates in our group.

Jan: Are you committed to keeping it within the family?

Bill: No. But if we can promote from within, it makes a lot of sense to do so.

Shirley: Well, have you considered getting another caterer, just to take over?

Bill: Oh, you mean a concessionaire?

Shirley: Yeah, I guess so.

Bill: No we haven't, but that wouldn't give us the benefits I mentioned earlier. Here, I've got a job description for the new position. Why don't you look this over and see if you have anyone who's ready for promotion into a supervisory job. Tony doesn't leave for another month, so his replacement could overlap him for several weeks. This will give us continuity.

Brian: Wouldn't his present people get a little bent out of shape having to work for one of us… you know, an outsider?

Bill: They'll be "one of us" too when we add 'em to payroll. They have part-time jobs now and probably want to remain that way, while supervising the unit is a full-time job, as you will see after you've had a chance to read the job description. Okay, as I said, give it some thought and let me have your suggestions in writing before our staff meeting next Monday. Oh, and don't talk about it with anyone in the cafeteria… Tony hasn't let his people know that he's leaving yet.

Bill: I guess that brings us to the second item on our agenda: activity reports. Let's hear from each of you on what you've accomplished this past week, and what you're working on now. Jan, why don't you kick it off.

Jan: Okay. As most of you know, we've increased the frequency of pick up and delivery on our mail schedule. The new schedule went into effect this past week, and it seems to be working out very well. But it does draw attention to the fact that I do need another messenger. We were understaffed even before the new schedule. So if any of you know any young, good-looking guys looking for a good entry-level job, let me know.

Bill: Ah, well… or that could include older women for that matter.

Jan: How's that?

Bill: We don't necessarily have to have young guys for the job, do we?

Brian: Oh—he caught you there, Jan. Penalty play. Loss of 15 yards for EEO violation and discrimination in hiring practices.

Bill: Any other activity to report, Jan?

Jan: Only that I'd like to have some shelves built in my air freight storage bin. (TO BRIAN) Can you help me with that?

Brian: Sure. I'll take a look at it after the meeting.

Jan: Great.

Bill: Thanks, Jan. Let's take your activity report next, Brian.

Brian: Okay, let's see. Last week we turned off the air conditioning to test the heating system, to make sure that when the cold weather comes we're ready for business. And this week I'm painting the new supply building. And, oh, I still need to get that scheduling board for you, Jim. And, I think that's about it.

Bill: Good. Shirley, are you ready to tell us about Project 2400?

Shirley: Well, I'd rather wait until I've finished my progress report and you've seen all of my recommendations. But it seems that Flextime would make a whole lot of sense for most of our employees.

Jim: (TO SHIRLEY) What's Flextime?

Bill: It's been around for years in many companies. It's a system of flexible arrival and departure hours that gives employees and their managers freedom in determining when to come to work and when to leave.

Jim: Who decides the hours? The employees? I can see that leading to a lot of abuses.

Bill: No, the employee and his supervisor have to work that out. And the hours worked will depend on the nature of his job. But, look, we haven't even decided whether or not to use Flextime. We'll need the reactions of some key managers, and I'd rather not get into the details now. Let's wait until Shirley reports next week.

Shirley: Well, I have one other item of business. We made up cards last week for all my people with their photos and names on them. Jim printed them up for me. As a matter of fact, with each job they do, whether it was from dictation or handwritten copy, they attach the card to each of them so that the author knows who did the job. Here, I brought some for you to look at. My people are very pleased with these. You know, it's real hard for them being cooped up in that back room all day. This way, they have more exposure to what is going on and the same kind of visibility they had before we went into word processing where they had to work for any author at all.

Jan: What authors do we have? And what are they writing?

Bill: That's just a term for anyone who dictates or writes something that goes into word processing for typing. Shirl, I think your cards are a great idea. How about the rest of you? How do you feel?

All: Oh yeah, fantastic. Good, very good. I like it.

Shirley: Well, I think it's too soon to know what the authors' reactions will be. But at the next meeting maybe I'll be able to tell you.

Bill: …along with your report on Flextime. Okay. Jim, let's hear your activity report.

Jim: We had a pretty heavy workload this past week. Ran a total of 162,000 impressions, which is up 23,000 from the week before. Now, our biggest job was the new guidelines for the performance appraisal system, so we've got a bigger backlog than I had last week at this time.

Bill: Oh, that reminds me. Jan, please see me after this meeting, okay?

Jan: Sure.

Bill: (TO JIM) Is that chain feed on your press still acting up?

Jim: Nope. Got that licked. We do have the job for the IS people this coming week. And I've got to install the new pump.

Shirley: And I hope you'll be doing those forms I designed for the people back in Purchasing, you know, they're starting to get a bit impatient, Jim.

Jim: Yeah, I've got that on my list. I'll get to that this week.

Bill: Good. I guess that covers the activity reports. So, let's turn to the final item, which is your objectives for the next year. How are you coming with them since I asked you for them at our last meeting? Will I have them from you by Friday? You don't need any help, do you?

Jan: Are all the departments turning these in?

Bill: Yes. It's part of the new system for managing our time and our resources so as to achieve organizational and unit goals.

Brian: Is it being done because top management feels we're not working hard enough or being as productive as we might be?

Bill: No, Brian, that's not why we're doing it. Any well-managed organization needs to have goals and objectives at every level. There's not much challenge or excitement in coming to work every day just to put in time. If we are to manage our time, and the time of our people effectively, then we need to spell out our goals in advance… the things we would like to accomplish over the next year.

Jan: Well, this isn't what you want to hear, but I'm having trouble setting goals and objectives for the mail room. I mean, our job is to respond to the daily flow of mail, whatever the volume. We can't set goals to control the volume. So, the best I can come up with is that our goal is to process all the incoming and outgoing mail just as fast as possible… hopefully within a half day of receiving it. But I don't think that's what you want to hear.

Bill: Is anyone else having trouble with their objectives?

Shirley: I've got mine done. I don't know if it's gonna make you happy, but I didn't have any trouble doing it.

Jim: I got mine with me. Maybe we could take a look at it as an example to see if we're on the right track?

Bill: That's a good idea. Why don't you make some copies of it at the copy machine just down the hall. Then we can get a better idea of what I'm looking for.

Narrator: Let me interrupt their meeting, since it's now time for you to do a little work. Jim brought back copies of his form, and Bill spent another 20 minutes discussing and evaluating Jim's entries for the benefit of the group. We'll ask you to do so in a while. But first, let's put the magnifying glass on the meeting so far. On pages 24 and 25 you'll see the two handouts that were distributed: the new job description for a Food Services Supervisor, and Shirley's form showing the picture of the processor who typed the job, along with feedback to the author. After you've looked over these two forms, turn to pages 26 through 29, where you'll see a number of items that will enable you to evaluate the things Bill and his supervisors did at the meeting. So, I won't see you again until after you've completed pages 24 through 29. (STOPPING POINT)

When we left Bill's meeting, Jim had just slipped out to run off copies. You'll find a reprint of his goals and objectives for next year on pages 30 and 31 of our workbook.

Please study them now, because I've included a number of questions in your workbook that will give you a chance to evaluate the work Jim has done so far. You'll find these questions on pages 32 and 33. In other words, you're not off the hook yet… not until you've gone through pages 30 through 33. (STOPPING POINT)

Narrator on *MAP* Set

Narrator: It's me again. We're going to move on to another episode as we continue our examination of the Administrative Services Department. I know you'd like to know how you're doing, answering all these questions that I've been throwing at you every time we stop. However, we're not ready to give you feedback until we've completed our visits with Bill and his people. There will be plenty of time then for you to compare your evaluations with ours. Remember that our main purpose in *MAP* is to assess your proficiency… not to teach you. That will come later.

Well, it looks as if Bill's meeting has broken up. And, if I remember correctly, Bill has asked Jan to remain behind to discuss something. So let's look in on the two of them, and find out what Bill has on his mind.

Bill: Jan, when Jim mentioned that he had just printed the guidelines for our new performance appraisal system, I realized that it's time for your annual review. In fact, the people up in Human Resources had reminded me last week. So I thought it would be good if we could set a date sometime later this week, at your convenience, for your review. I'd also like to spend a few minutes now, discussing what you might be doing to prepare for the review.

Jan: Sure. I'll just be glad to get it over with, so the sooner the better.

Bill: Okay then. Let's see how this week looks. (HE LOOKS AT DESK CALENDAR.) How's this Wednesday at eleven?

Jan: That's fine.

Bill: Now, so as to assure that we make the best use of our time together, I'd like you to prepare for the review… so that it's not a one-way affair.

Jan: Okay. What do you want me to do?

Bill: Well, I'd like you to look at the ratings on last year's appraisal and see how you think you've done on each since then. I'd like you to give some thought to areas you want to improve in, and what each of us can do to help you improve. It might also be useful if you look at your job description and see if it still reflects what you're doing or should be doing. In other words, what omissions or commissions should we look at?

Jan: Could we also look at my goals and objectives for next year… you know, like we just did for Jim's?

Bill: Well, they're really not part of your performance review and the appraisal system, but I'd be glad to look at them. So why don't you give them to me Wednesday, at the review. Then I can look them over and get back to you later in the week.

Jan: Okay… I'll try to have them ready by Wednesday.

Bill: Okay, I guess that does it. Do you have any questions?

Jan: No, I'll give some thought to these areas you suggested. Oh, and I'll have to get hold of last year's review. Do you happen to have a copy?

Bill: No, I don't think I do. Why don't you get a hold of Human Resources, and they'll stick one in inter-office mail for you.

Jan: Okay.

Bill: That about does it. Hey, I thought we had a good meeting today. What do you think?

Jan: Yes, I thought it went very well.

Narrator: Hi. It's time for you to have a chance to react to Bill's talk with Jan. Please turn to page 34, and answer the questions. This will tell us how well you think Bill did in preparing Jan for her performance review. (STOPPING POINT)

Narrator's Voice—Print Shop

Narrator: What you hear in the background is the sound of presses. That's right… we're in Jim's printing shop. In fact, there's Jim now, talking with Fred, who is probably his best printer. I brought you in here to watch a brief interaction between Shirley and Jim. It seems she had a problem with the way Jim printed the form we looked at earlier… the one she distributed at the staff meeting. She wants to see if Jim can set things right. Ah, here she comes now.

Shirley: Jim, can I have a minute of your time, please?

Jim: Yeah, Shirley. What's on your mind?

Shirley: Well, on those cards you printed for me… right here, this job… there are some smudges and black lines, on here… and here. They're on cards for two of my people, John and Marilyn. I only handed out the good ones at the meeting.

Jim: The black band that you've got running across the card is too close to the edge. So my grippers hit the ink and smeared it. I need more white space around the edge.

Shirley: Okay, so will you rerun the job?

Jim: I can, but it won't correct the problem. You see, I ganged up all the cards on one 11 by 17 sheet, so it doesn't make any sense to reprint the whole job again just to correct a few bad ones.

Shirley: Okay, so are you telling me that if we had run each of the cards separately, then we wouldn't be having as much of a problem trying to rerun the bad ones now?

Jim: No, I'm not. I'm saying that re-running the cards separately means resetting my guides and my grippers. So then you'd have smudges on every card, and not just the ones on the outside.

Shirley: Okay, so you're telling me that you're not going to reprint it…

Jim: No, Shirley. I'm saying that reprinting the job will not correct the problem because it isn't my problem.

Shirley: Well, it sure is my problem. I can't send this out looking like this. It's not fair to John and Marilyn.

Jim: So get it corrected and I'll reprint the cards.

Shirley: Hey, maybe I'm a little dense here, Jim, but what do you mean, "get it corrected"?

Jim: If you look at the original I sent back to you with the job, you'll see that the space between the edge of the paper and your black band is less than 3/8". And I need at least 3/8" margin for my grippers. So you have them make up a new original with a wide enough margin so my grippers can grab the paper without hitting the ink, and I'll be glad to reshoot and reprint the whole job.

Shirley: Jim, don't you have a negative on file here? And can't you just add more margin to the negative? Why make another original? Or, for that matter, another negative?

Jim: I don't tell you how to run your department, do I? It just so happens that I ran the job on a direct image plate and not through a negative. So I have nothing to work with here.

Shirley: Well, why didn't you say so in the first place? You could have saved us a lot of energy.

Jim: I only make negatives on long runs… over 1,000 impressions. You only wanted… what was it, 500?

Shirley: Well, yeah. Enough for a year, I figure. By then the faces will have changed, with turnover and growth. Frankly, I may hire another person next week.

Jim: So get it corrected, and I'll reprint the job.

Shirley: Okay. Thanks, Jim. You know, I was real glad you shared your goals and objectives with us. It helps us all out… a lot.

Jim: Well, it helped me, too.

Shirley: And thanks again. I'm sorry I lost my cool.

Jim: That's okay.

Shirley: Okay. See you later.

Narrator: It's me again. Shirley and Jim seemed to have a bit of a communication problem there. What do you think caused it? What clues do you have? How could their problem have been avoided? Well, it's your turn to answer these and other questions by turning to pages 35 and 36. (STOPPING POINT)

Bill's Office

Narrator: Earlier this morning, Bill had a meeting with the Operating Committee of senior management, at which the question of driver safety came up. He agreed to look into it, and is just about to discuss the problem with Brian.

Bill: Okay, I'll check upstairs to see if we can go the way you suggest. If I haven't gotten back to you by Friday, remind me again, all right?

Brian: Will do. That'll really be neat if we can get the go-ahead on that.

Bill: Sure will. Brian, let me shift gears to another problem we're having… one that I think you're probably in the best position to handle.

Brian: What's that?

Bill: Our employees have had a number of bad accidents while driving. Now this creates problems of lost time, reduced productivity, higher insurance costs on our vehicles, and bad publicity in the press. Since you've done an especially good job on safety and accident prevention among your people. I thought you'd be the one who could do the best job of looking into the whole problem of safe driving and what we can do as an organization to take measures to reduce accidents on the road.

Brian: It sure is a problem. And it's not getting any better. Did you hear about Joe Beasley's accident last week?

Bill: Yeah. I understand he'll be out 5 to 6 weeks.

Brian: Listen, Bill, I'm not really very clear on what you'd like me to do. Maybe you could elaborate for me.

Bill: Well, the one thing we're sure of is the objective. Our goal is to reduce accidents on the road. If we do so, we'll also reap other benefits… lower insurance costs, not as much lost productivity, and so on.

Brian: Are we only concerned with travel related to the job with employees who are driving one of our vehicles?

Bill: No. We're looking at the employee's healthy and safety as a 24-hour-a-day concern. Safe driving is not a 9-to-5 habit. I'd like you to look into the history of our employees' accidents… what caused them, could they have been avoided, what have other organizations done to reduce accidents, and so on. The end product of your efforts will be a report that we can turn over to the Operating Committee, sharing the data that you uncovered and giving recommendations on what other actions we might take, along with time and cost estimates for each.

Brian: Well, for example, one action might be to start a driver education program for our employees. Another action might be to start a testing program with a certified specialist who could ride along with our employees and evaluate their safe driving skills.

Bill: That's great! I knew you were the one for the job. Only, let's not jump to solutions until we first look into the causes of our accidents.

Brian: But are our accidents different than anyone else's? I mean, why couldn't I use the statistics from the American Automobile Association or the National Safety Council? Also, can we gather enough information from the handful of accidents our people have had to come to any conclusion on what actions to take?

Bill: Well, we won't know that until you've dug into it, will we? But I like your idea of checking with Triple A and other associations. Just how do you think we might go about this project, Brian?

Brian: Well, I'd like to involve Jose, since he handles our fleet and can probably tell a lot about their drivers from the repairs and maintenance that he and Marty does.

Bill: That makes a lot of sense.

Brian: Also, Jose has shown a lot of initiative and he's really interested in expanding his horizons. I mean, he's always asking me for ways to get involved in projects that would allow him to use his head as well as his hands. Maybe this will give me a chance to allow him to do that, and give him a taste of what it's like to be a manager.

Bill: Sounds like a good opportunity for both of you. Let's think the project through a little further. What else do you envision doing?

Brian: Well, I could check with organizations similar to ours and see what they've done. I could check with our insurance company. And with the driver education teacher over at the high school. She's a friend of mine.

Bill: How much time do you think the data collection will take?

Brian: Ahh. There's the catch. What, you wanted this done by yesterday?

Bill: No. This is not a crash project. I want it done right, and would rather have you set the due date to make sure that you have the time you need to do it in a way we can both be proud of.

Brian: Let's see. I just need to know what else I've got cooking. I don't really see any reason that we couldn't have the interviews and visits out of the way in the next two weeks. That would give us a week to get the figures and information in a report form. That way I could have the report to you in about three weeks.

Bill: That would be the 27th. Do you think that'll give you enough time? Don't short-change yourself…

Brian: Well, why don't you let me work up a plan of action with some time estimates and then I'll know better. That way I can get back to you tomorrow with a firm date.

Bill: That's a good idea. Why don't we plan to get together after you've collected the data and before you prepare the report… you know, talk it through. Also, let me know if I can pave the way for you in any of your interviews or visits. You probably don't need my help in setting them up, but I'm here if you do. Give that some thought as you do your plan of action.

Brian: Okay, well, I'll get together with you tomorrow.

Narrator on *MAP* Set

Narrator: What kind of job do you think Bill did of delegating the accident prevention program to Brian? Do you like the way they are going about solving the problem? On page 37 in your workbook you'll have a chance to answer these and other questions. Don't take too long, will you… Jose and Brian are waiting for you in our next episode. (STOPPING POINT)

The next day Brian showed Bill his plan of action, and confirmed the 27th as his "due date" to have the report in Bill's hands. He then went back to his office to meet with Jose, whom he planned to use on the interviews and data gathering. Let's look in on their meeting.

Brian's Office

Brian: Come on in, Jose. Have a seat. We've been having a problem with driving accidents. Are you gonna be busy for the next two weeks?

Jose: I can't think of anything right now. Just the regular stuff. Did you say something about driving accidents?

Brian: Yes. Drop everything. I've got a top priority project for you. Our employees have had several bad accidents while driving. You know the problems this can create… lost time at work, higher insurance, bad press. So management has dumped this problem in our laps. They want us to come up with a solution as to how we can improve the accident rate. So this is what we're going to do.

First step is, I want you to get over to Human Resources and find out about all the employees who have had accidents in the past year. Then get all the details: when, where, why, how, and so on. Maybe put the whole thing in a chart form. You know… employee's names down this side, and factors about the accident across the top. Make it look nice. You shouldn't have any problem at all.

Jose: You mentioned several bad accidents. I wasn't aware that any of our vehicles had been involved in a serious accident… only last month I fixed a fender for Dick Garside when he sideswiped the rail on the freeway.

Brian: Well, we're not only concerned with travel to the job with one of our vehicles. We're looking at safety of the employees as a 24-hour concern. Safe driving isn't just a 9-to-5 habit. You're going to need to look at people's personal driving records, also.

Jose: How do I find out about personal accidents? In fact, I don't recall anyone having an accident recently.

Brian: Joe Beasley just had a bad one last week. He's gonna be out for 5 to 6 weeks.

Jose: I'm sorry to hear about that. Who's Joe Beasley?

Brian: He works over in Payroll. No, I guess you probably wouldn't know him. Well, it doesn't really matter… I'm still gonna need you to collect all the data.

Jose: Do we keep any records of accidents, I mean, other than those with our own vehicles?

Brian: That's a good question. Why don't you start with the Human Resource Department. They ought to be able to give you a rundown on who's had accidents. And then get the details from the people actually involved. That'll be the first step. Once you've analyzed the major reasons for the accidents, then try to identify what action we might take to improve things. For example, we can check into different driver safety programs. You might talk with our insurance people, with the state police, or somebody from the Department of Motor Vehicles, or with the driver education teacher over at the high school. She's a friend of mine, Marianne Kelly… she'll be glad to help. Just tell her I suggested that you call. Also, you'll want to check out other organizations to see what they've done. By the way, I'm gonna need your figures and report by the 19th… that's nine days. Let's get together first thing on the morning of the 19th, okay?

Jose: Sure. First thing. You know, I've never done anything like this before. And I don't know how to go about doing a research project like this. I don't want to make any kind of mistake or anything, you know?

Brian: Hey, there's nothing to it. Don't think of it as a research project… just some talks with a number of people who have information to share with you. Besides, you can probably tell a lot already about the conversations you've had with the people who drive our fleet, and from the repairs and maintenance you and Marty do.

Jose: Yeah. We don't even get to speak to the people. They just get in their car and they leave.

Brian: I know you can handle it. You've been asking for ways to work with your head as well as with your hands. Well, here's your chance! Besides, last year you went to that one-day driver safety program that our insurance ran to show how an in-company education program can help reduce our insurance rates.

Jose: Oh, no… yeah, you know I remember I was scheduled to go, but remember… you asked me to stay and do some repair work for the boss's limousine. Remember?

Brian: Oh, yeah. I do remember that. We had to get it fixed up right away to pick up those foreign VIP's at the airport. Look, I know you've got "opening night jitters." Everyone does the first time they tackle something new—it's natural. But, I know you can handle it. Just go to the Human Resource Department and ask for some pointers on how to get the information you're looking for. Then just jump right in and start making phone calls.

Jose: Since this is a top priority project and I've really never done anything like this before, I was just wondering whether it might make sense to find somebody else who might know more…

Brian: (INTERRUPTING) Jose, don't worry. I just told you what to do. Human Resources can give you further suggestions. I know you can handle it. Besides, you have to… we don't want to look stupid in front of the Operating Committee, do we?

Jose: Look, could we go over this one more time, maybe? I wasn't taking any notes from the beginning.

Brian: Okay. All you have to do is get the record of the employees' accidents and what we can do to reduce those accidents. Get this to me by the 19th, and we can both sit down and go over your recommendations so that Bill Taylor can present it to the Operating Committee.

Jose: Did you say Mr. Taylor?

Brian: …Mr. Taylor and the Operating Committee. Look, give this your best shot. Now if you get this information to me by the 19^{th}, we can go over your recommendations. Now if you need any help or anything from me, I'm here, okay?

Jose: Yeah, sure.

Narrator: This time we turn the spotlight on Brian. Jose didn't make his job very easy, did he? It's pretty obvious that Jose is having a strong case of "sweaty palms." On page 38 in the workbook you'll find the questions that give you a chance to evaluate Brian on how well he handled the situation. (STOPPING POINT)

Narrator on *MAP* Set

Narrator: In this next episode, Jan is conducting a selection interview with Ted Riley, an applicant for the job opening she has in the mail room. Each time it's Jan's turn to speak, we'll freeze the action for five seconds. This will give you time to turn off the presentation and select the responses you feel are appropriate. Remember, there is often more than one correct response. After you've responded to the situation, continue with the presentation. You only have one question to respond to each time we stop. And we'll be stopping 12 times, as you can see on pages 39 and 40 of your workbook. Now, let's look in on Jan as she begins the employment interview.

Jan: Ah, you must be Ted Riley. I'm Jan Donaldson. Hi. Come on in and have a seat.

Ted: Thank you. The woman who interviewed me in Human Resources said that you'd want this.

Jan: Oh, yeah. Thank you. (STOP – 5 SECS.)

Respond to Item 119

Ted: I see that you attended Abraham Lincoln High School here in the city. Did you know Joe Smigolski who played football there?

Ted: No, that name doesn't ring a bell.

Jan: Yeah. Joe Smigolski. (STOP – 5 SECS.)

Respond to Items 120-122

Jan: He was captain of the football team. He won an athletic scholarship to Eastern State. He played pro ball for a while, he was in all the newspapers a few years back.

Ted: What was the name again?

Jan: Smigolski. No matter. So you worked at MCL up until about five weeks ago. (STOP – 5 SECS.)

Respond to Items 123-124

Jan: What made you decide to leave MCL?

Ted: Well, I had been working with MCL for about three years and I just felt like I wasn't getting anywhere. (STOP – 5 SECS.)

Respond to Item 125

Jan: That's as good a reason as any. So what made you decide to interview with us?

Ted: I saw your ad in the newspaper.

Jan: There must have been several ads. (STOP – 5 SECS.)

Respond to Items 126-128

Jan: What made you decide on us in particular?

Ted: Well, to be honest, I have a couple of interviews with other companies that advertised. But they're for different kinds of jobs.

Jan: Oh, I see, okay. (STOP – 5 SECS.)

Respond to Items 129-131

Jan: I find some of the things you listed as your hobbies very interesting… collecting World War II souvenirs and model railroading, hiking and reading American history.

Ted: Yeah. I've been a history buff for a long time. And the model railroading is something me and my Dad do.

Jan: That's very interesting. (STOP – 5 SECS.)

Respond to Item 132

Jan: Do you own your own layout on the model railroading or do you belong to a club and use your own cars and engines on the club's layout?

Ted: Sounds like you know something about it. (BOTH LAUGH) Well, yeah, I belong to a club. As a matter of fact, they elected me president last year. We have 17 members and we meet every other Wednesday night.

Jan: Really? (STOP – 5 SECS.)

Respond to Item 133

Jan: Why do you think they elected you as president? I mean, there were 16 other candidates. What qualifications do you possess that led to your election?

Ted: Oh boy. That's a good question. Well, let's see. I guess I'm the most active member. Never missed a meeting. I arranged a joint meeting with some other railroading clubs nearby. And I guess they just like me. They're a great bunch of guys.

Jan: It really sounds like fun. Well, Ted, I'm going to tell you something about the job and then I'm going to ask you some questions. (STOP – 5 SECS.)

Respond to Item 134

Jan: To begin with, the job requires some lifting. Not often, but maybe several times a week you may have to deliver some cartons weighing 60 to 70 pounds. Are you in good physical condition?

Ted: No problem. I run every morning and, you know, go hiking on weekends.

Jan: That's good. (STOP – 5 SECS.)

Respond to Item 135

Jan: Then there's the question of overtime. The job is one that may require some overtime maybe once or twice a month. Are you married or do you have any other commitments that might make it difficult for you to work overtime if I might need you?

Ted: Nope. No, in fact, I could use the extra money.

Jan: Well, we pay straight time up to 40 hours and overtime for any hours that you would work over a 40-hour week. (STOP – 5 SECS.)

Respond to Items 136-138

Jan: Here's a copy of the job description. Why don't you look that over, and I'll look at your application form and see if I have any questions.

Ted: Is this mine to keep? I mean, can I make notes in the margin?

Jan: Oh yeah, sure.

Ted: Okay, thank you.

Jan: You're welcome. (STOP – 5 SECS.)

Respond to Items 139-141

Narrator on *MAP* Set

Narrator: I wish we could stay and watch Jan continue the interview. However, we've got to move on. After the interview was over, she made entries on the decision table that she had put together before doing any interviews. You'll see a copy of it on page 41, the next page in your workbook. As you can see, Ted Riley was the second person Jan interviewed, and she plans to see several more applicants before making a decision. You'll also see a copy of part of Ted Riley's job application form on page 42. After you have studied Jan's decision matrix and Ted's application form, I'd like you to answer the questions that follow it on pages 43 and 44 in your workbook.

Let's look at the top of page 43 together, since there are four terms we need to define: limits, desirables, options, and risks. The easy one is options, so let's take it first. Any decision presents options, or alternatives, or choices. The other three terms have a natural sequence to them: before, during, and after. We set limits ***before*** looking at our options. In selecting someone to fill a job, one limit you would want to set is the minimum education or experience required to do the job. Another limit is the salary you would be willing to pay.

All right, once you've selected the options, or candidates, who are in line with your limits, then you can rate them ***during*** your examination of them on each of your ***desirables***… the qualities you hope to find. Finally, ***after*** you've identified the option, or candidate, with the highest score on the desirables, you check the risk associated with such a selection. In job selection this might mean checking with their prior employer or scheduling them for a medical exam.

Now you should be ready to study pages 41 and 42, and then answer the questions on pages 43 and 44. (STOPPING POINT)

The Parking Lot at Work

Narrator: We're outside the main building where Jim is getting into his car. Let's observe a discussion that Bill and Jim are about to have.

Bill: Hey, Jim… got a minute?

Jim: Uh, yeah. What's up?

Bill: Two things. First, you remember last week that you promised to get me a report on what it would cost to get a shredding machine for the people up in Information Systems. I just wanted to know if you're on schedule and if you might have the report by noon tomorrow for my lunch with the boss.

Jim: Yeah, I still have one more supplier to call, but I should be able to get that report to you by noon, no problem. What else is on your mind?

Bill: Well, it's about one of your people… Fred Chan.

Jim: Yeah, Fred? Is he in some kind of trouble?

Bill: Well, maybe it's none of my business, but three times over the past week I've noticed him leaving early, like, almost a half hour early.

Jim: Well, he either comes in early and works through lunch or takes a short one.

Bill: It's not the hours I'm concerned with… It's the bad precedent that it sets. Didn't you tell me not too long ago, Fred's your best printer?

Jim: Yeah. He's my assistant… my back-up.

Bill: That's my point. We want others to look up to him and it's hard to do that if he's leaving early on a regular basis.

Jim: Well, all right. I'll have a talk with him, but I know what he's gonna say.

Bill: What's that?

Jim: Well, my people know that I'm not a clock watcher, and I don't want them to be either. And if they're working on a job that's gonna take them 30 minutes or so past closing time, well, they've got my blessing to go ahead and run it. And then they can trade off that time when they've got a lighter load on another day—either come in late, or leave early.

Bill: How does that relate to Fred?

Jim: Well, Fred is likely to tell me that on the one hand I tell my people to manage their time responsibly and not be a clock-watcher. Then on the other hand I scold them for leaving early.

Bill: Oh, Jim, I'm not asking you to scold Fred. I just thought it bears looking into. It may be an isolated instance. Or it may be the start of a pattern that wouldn't be healthy and would be harder to correct down the road. See what I mean?

Jim: Yeah. I see what you mean. All right, well, I'll have a talk with him, but it won't be easy.

Bill: Correcting someone never is. Hey, look, if it makes things any easier, make me the bad guy. Tell him I noticed and asked what the reason was.

Jim: All right, well, I'll have a talk with him first thing in the morning.

Bill: Good. Let me know how you make out.

Jim: Okay.

Narrator on *MAP* Set

Narrator: How do you think Bill handled the situation? And how do you think Jim handled Bill? You can tell me by responding to the questions on page 45 in your workbook. (STOPPING POINT)

In our next episode, you'll be reading a memo rather than observing people interact on the screen. At the weekly staff meeting, Shirley promised to complete a progress report on Flextime and to make recommendations on whether or not the organization should give supervisors the authority to set arrival and departure times for their people. We've reprinted Shirley's memo on pages 46 and 47 of your workbook, along with a number of questions on the pages immediately following it, so I'd like you to study her memo, then respond to the items that follow. (STOPPING POINT)

Narrator voice over, Bill's Office

Narrator: Hello. This is Bill Taylor's office where we're about to observe Bill and Jan as they go through her annual performance appraisal. Two days ago, right after the staff meeting, he met with her to set up today's meeting time and to prepare her for it. Part of the appraisal form they'll be referring to is reproduced in your workbook on pages 50 and 51, so you can follow along.

Bill: Hi, Jan. Come on in. Have a seat. (INTO PHONE) Cindy, I'll be in a meeting with Jan for about an hour, so hold all calls, okay? Thank you. (TO JAN) Well, how's Jan doing?

Jan: Jan is a little nervous, I guess.

Bill: Why? What do you think will happen?

Jan: Well, nothing earthshaking. It's just that I'm always glad to get a performance review over with.

Bill: Then you don't feel they serve a useful purpose?

Jan: Well, for some people, when the goals are often changing… you know, different for each review period, then yes, I think regular reviews are important. But in a job like mine, the pattern is pretty routine and there's not much to evaluate except whether or not the work is getting done.

Bill: It sounds like you take your work for granted.

Jan: How do you mean?

Bill: Let me make an analogy. Most people take their health for granted. We don't worry about it on a day-to-day basis. If we catch a cold or cut a finger, we take care of it immediately. Yet it's still a good idea to visit your doctor or dentist for a periodic check-up. Even if you get a clean bill of health, it's good to hear it from the doctor. And yet if there are some areas that you need to have looked at, it's nice to find out early enough to be able to take corrective action. Get my point?

Jan: Yes, yes… I see what you mean. If my performance is off, you usually talk to me about it immediately. I guess that's like a cold or a cut finger. And I can see that a regular check-up is necessary, so I guess that's why I'm here.

Bill: Exactly.

Jan: Okay, you're the doctor, so let's get on with it!

Bill: When we met after the staff meeting to plan for your performance review today, we agreed to have a look at your job description to see if the job has changed since it was written up. In other words, are there things you're doing that are not represented on the job description and that you feel should be? Or, vice versa, are there duties listed that you're not doing any more and should be dropped or reworded?

Jan: I think there is one thing that should be added to my job description. I've been asked by the Accounting Department to maintain a record of just how we make use of the outside messenger service… what kind of deliveries do we use them on, to whom was the stuff delivered, what was the charge, and so on. And also, I'm supposed to justify the use of the outside messengers. What was the rush? Why couldn't our messengers handle it? Things like that.

Bill: Okay, let's add that to the appraisal form, to alert Human Resources people about the additional duty. Let's see… how shall I word it? (WRITES ON NOTEPAD) How about: "Keep track of outside messenger service. That is, dates of use, charges, reasons for using outside service, etc." That ought to do it. Now, under "Reasons for Change," we'll say: "Requested by accounting department, who provide a form to be returned to them on a weekly basis." I think that about should cover it. Is that about the only change?

Jan: Yes. The rest of my job description is a pretty accurate picture of what I do.

Bill: Okay. Then let's turn then to the objectives that we set at your last review. We'll see how you've done on them. Then we can agree on the goals and standards to be worked on during the coming review period. Let's see… the first goal was to reduce the percentage of letters delivered to the wrong department from 10% to zero percent. How did you assess yourself on that goal?

Jan: Well, I didn't reach zero percent, but then we sort of agreed that zero was an ideal to strive for and that I really wouldn't reach that goal… remember?

Bill: Yeah, I remember. But how well did you do in your view?

Jan: In terms of percentages, I reduced the error rate from 10 to 5 percent. Given the effort it took to get that reduction, and taking into consideration the people I had to deal with, I think I did above average on that goal.

Bill: I'd have to agree with you. Cutting the percentage from 10 percent to 5 percent is pretty good. We're in agreement there.

Jan: Then I'd like to go on to my second goal which was the one having to do with cross-training.

Bill: Okay, that's fine by me. How do you think you did with respect to that item on your goals and standards list?

Jan: I agreed to cross-train a minimum of two people to be able to perform at least one other job in the mail room. To be honest, I didn't reach that goal. But I don't think it was my fault.

Bill: Wasn't your fault?

Jan: Well, that's right. I picked Mark and Elaine to be the two persons who would spearhead the cross-training, working with Susan and Jerry. And I checked with them from time to time, and they said things were coming along fine. Then, for a long time I was too busy to check up on them, and I just assumed they were hard at work training their assigned partner about their job. And I know about the danger of making assumptions.

Bill: I take it they were not hard at work cross-training.

Jan: That's right… and that's what I mean that, given what I have to work with, it's a wonder I accomplish any of my goals.

Bill: You feel that it's hard to accomplish your goals with the quality of the employees you've got?

Jan: Well, I guess my people are no different than a lot of the other kids that are working here… they just don't seem to take the interest or commit themselves to the work that I'd like to see them do.

Bill: Jan, how do they differ from you on commitment? You gave Mark and Elaine an assignment—to cross-train—and then you let it fall through the cracks. Do you feel that ***you*** lack commitment? Two other cases come to mind. One is the express mailing you did for Mr. Peterson last month. It should have gone out on the "guaranteed next day delivery" service, but you sent it out by regular mail with the result that our 12 directors came to town without their materials. We got a lot of egg on our face. The other recent incident concerns the overtime that you approved for Bill Markowitz when the work could have been done during regular hours. We discussed it at the time, several weeks ago.

Jan: Okay, I agree that I was wrong about the overtime. But on the mailing to the directors, nobody approved the extra expense of that guaranteed overnight delivery. And knowing how important it is to stick to our policies on authorizations, I sent it out regular.

Bill: But Mr. Peterson's secretary told you it was a rush mailing, didn't she?

Jan: Sure she did, but she always says that. Bill, everybody wants their stuff sent rush. So the term rush doesn't mean much.

Bill: It does when it's Mr. Peterson, and he gets on my tail about it. Did you ask his secretary about authorizing the overnight delivery?

Jan: No, but she couldn't approve it anyway because she doesn't have the authority.

Bill: Jan, I see both incidents as an example of your tendency to be rather "parent" at times, treating other people as children. You approved Bill Markowitz's request to work overtime because you knew he was hurting for money and you wanted to help out. This was the "nurturing parent" role, as you recall from our supervisory training classes. And your judgment of Mr. Peterson's secretary was characteristic of the role of "judgmental parent," expecting the worst from people instead of the best. Do you think I've made a fair assessment of the situation?

Jan: Well, okay, yes, I agree that I tend to be a bit overprotective of my people at times, and, I don't know, maybe critical of others, but I don't know what I can do to improve.

Bill: Well, for one thing, you've got to accept others as responsible adults and not as dependent children. If you believe that others are acting in a mature, responsible way and giving their best effort, you'll find that it becomes a self-fulfilling prophesy and that they will do a much better job than they do if they feel that you are mothering them.

Jan: Okay. Right. I'll work on that. But I don't know if the old dog can learn new tricks…

Bill: We'll only know after you've tried. But I'm pleased with your willingness to give it a try. And I'm betting on you to show a marked improvement over the next review period. Now, Jan, I've been doing most of the talking, and a performance review is really more of ***your*** meeting than it is mine. What kinds of things would you like to discuss? Where would you like to grow and develop in the year ahead? What new goals and standards would you like to work toward, and how can I help?

Narrator on *MAP* Set

Narrator: I know you're dying to stay and watch Bill and Jan, but we've got to move on. You'll find some questions on pages 52 and 53 in your workbook and it's your turn to do a little performance appraising yourself by evaluating Bill and Jan, deciding how you think each one of them handled themselves during the review. (STOPPING POINT)

Yesterday when Bill talked to Jim at his car and spoke with him about Fred's leaving early, Jim promised to have a talk with Fred, and that's what we're going to look in on right now. Correcting an employee is never an easy matter, especially when you're doing it mainly to satisfy your boss.

Jim's Office

Fred: Jim, have you heard anything about that Taylor job?

Jim: Yeah. We won't be able to run that job until the new batch of ink is delivered. C and J Supply told me they would try to get that to us by Friday.

Fred: Okay, great. Then I'll go ahead with Judy Wilson's job. I should be able to get that done by Friday easily.

Jim: Very good. Fred, we've got a problem I'd like to see if we could get corrected.

Fred: What kind of problem?

Jim: Well, it concerns your leaving work early in the afternoons… about 45 minutes early, in fact.

Fred: That's true, Jim, and I should have asked your permission. But I come to work every morning 45 minutes early, and often times I work through lunch. So I don't feel like I'm cheating anybody out of their hours. In fact, most of the time I put in more than a full week's work.

Jim: Whether or not you're turning in a full week's work is not the issue.

Fred: What is the issue? I mean, isn't my work above average? And what about that special project you gave me. I mean, I talked to all the suppliers and I think I came up with a really good shredding machine, like you asked me to.

Jim: That's not the issue, either. The problem is, it sets a bad precedent, your leaving early. The others may want to do it if they see you getting away with it.

Fred: Did one of the others say something about this, like Nick, maybe?

Jim: Well, you were noticed several times, and somebody talked to me about it, though it wasn't Nick.

Fred: Well, who was it then?

Jim: Well, I'm not naming names, though it was not one of your co-workers. Look, the point is that we have certain rules for starting times and stopping times, and it looks bad for both of us if we break those rules… especially on a regular basis.

Fred: Look, Jim, when I moved out to Oakville last month, I ran into a problem getting to work on time. I mean, as you know, we only have one car, and Linda needs it to go to work as a visiting nurse. And the only bus I can get him at night is after 7:00. So I looked around the neighborhood and found some guys from Oakville who work at Micro Tech which is down the road. So I pool with them. The only problem is that they work from 8:30 in the morning to 4:30 in the afternoon, so I come in early and leave early. Look, I know I should have talked to you, I admit that. But I'm having trouble seeing what the problem is. I mean, lots of people work in staggered hours… coming in early, going home early, going to school or whatnot. And the programmers and systems analysts over in the computer center—they're working all kinds of hours.

Jim: We're not talking about other employees and their hours. We're talking about ***your*** hours and the fact that you're leaving early.

Fred: Come on, Jim, you never even talked to me about it until someone else mentioned it and said that it bothered them. Look, I should have asked your permission. But I'm having trouble seeing just… if my hours are acceptable and my work is okay… I mean, I've been led to believe they're above average, right? So what is the problem?

Jim: Okay, okay. So, you say you have only one car. Wouldn't it pay to have a second one? Maybe a used car… you know, just for work. I bet it wouldn't cost any more than those contributions you make to the car pool over a two or three year period.

Fred: We're saving toward a car. But I just don't want a piece of junk that's unreliable.

Jim: Well, maybe you could put a notice on the bulletin board, or in the employee newspaper and see if there's another employee who's driving from Oakville and wouldn't mind taking on a paying passenger.

Fred: That's a good idea. I'll give it a try.

Jim: Great. I just want to get the problem corrected as soon as possible.

Fred: I'll do it right away then.

Jim: Okay. Now, you let me know what results you get because if that doesn't work, I've got some other ideas.

Fred: Thanks, Jim.

Jim: Sure.

Narrator on *MAP* Set

Narrator: You know, before Jim met with Fred, he planned how the interaction would go by completing a two-page Discipline Planning Sheet. You'll find a copy of it reprinted on pages 54 and 55 of your workbook. And immediately following it, you'll see the inevitable collection of questions that are my way of giving you a chance to evaluate Jim on what you do and don't like about the way he handled Fred. (STOPPING POINT)

At the weekly staff meeting, Jim's activity report gave us a clue to another problem he's been having… a growing backlog of printing jobs that are leading some departments to take their work outside rather than wait for Jim to get around to them. Since Shirley's group generates most of the copy that Jim prints from, she sometimes gets blamed for Jim's delays. And that's what led up to this exchange…

Bill and Shirley in Office Kitchen

Bill: So, Shirley. How are things going?

Shirley: Pretty good.

Bill: Has Rick Gilmore talked with you? He asked me if I knew when he was going to get their new "call report" form. I told him to ask you.

Shirley: Have him call Jim. I finished the layout weeks ago and sent it right over to Jim. Don't you remember me bugging him at the meeting about it?

Bill: Oh, yeah. I wonder if Jim has more work than he can handle?

Shirley: I don't think that's the problem.

Bill: You don't?

Shirley: No…

Bill: Would you like to drop the other shoe?

Shirley: My guess is it's a scheduling problem. Jim doesn't seem to know how to organize and prioritize the work. He seems to let people pull rank or cry "wolf" or talk him into taking crash jobs. You know, what he needs is a system for prioritizing the work as he gets it.

Bill: Isn't it just a simple matter of doing the work in the order he receives it?

Shirley: I don't think so… at least that's not the way I prioritize my work as I get it.

Bill: No? How would you handle it?

Shirley: Well, if I was running Jim's operation, I would take into account such factors as the length of the run, the importance of the job, the immediacy of the deadline, whether the job can be run with another job, whether a second color is needed, and so on. He could assign different weights to each factor, and come up with a fairly objective way of prioritizing the work as he gets it.

Bill: You seem to know quite a bit about scheduling and organizing.

Shirley: Well, I've typically got a dozen or so jobs on the front burner, so my people and I had to work out a straightforward system for ranking the work as we get it. Then we post each job on that production board… you know, the big board on the wall in my area.

Bill: What percentage of Jim's work comes from camera-ready copy that your people have generated?

Shirley: Most of it. About 80 or 90 percent.

Bill: Just thinking out loud, I wonder if it might make sense to have you handle the scheduling of the entire job, from composition to proofreading, to correcting, printing and collating, stapling, binding, all the way to delivery. What do you think?

Shirley: You want to make me responsible for Jim getting his deliveries out on time?

Bill: No. I want Jim to have the benefit of your scheduling and organizing skills.

Shirley: Hmmm. I wonder if Jim will think that is such a great idea…

Bill: Let me talk to him about it. If I position it right, he may actually be relieved to have that part of his work done by someone else so that he can concentrate on the things he's really good at… turning out quality printing.

Narrator: Later in the day Bill went to Jim's office to discuss the scheduling problem and to bring Jim around to having Shirley handle the production scheduling of a job, from start to finish. Let's look in on them…

Jim's Office

Bill: Hi, Jim. Got a minute?

Jim: Sure. Have a seat. What's up?

Bill: Well, I got to thinking about your goals for next year… the ones concerned with your adding another printer to your fourth press, and your ability to turn jobs around faster so that we don't have people going to outside printers. My impression is that you're usually very responsive—very quick to turn jobs around. Like Shirley's cards with the photos on them, for example, She showed me a sample layout for approval last… oh, it must have been Wednesday or Thursday. Anyway, on Monday morning, there they were, all printed, for her to give us at the staff meeting.

Jim: Yeah, that ***was*** quick. She said that was a special rush job so she wanted to have it so she could show everyone at the meeting.

Bill: Did that mean delaying any other jobs that you had scheduled… ones you had already promised?

Jim: Well, it meant that the "Call Report" form I was doing for the people in Purchasing got delayed a bit.

Bill: Were you able to get it to them without any problem?

Jim: I still have to run it… first thing tomorrow.

Bill: Has that created any kind of problem for the people down in Purchasing?

Jim: Not that I know of. Shirley was the only one hollering for it.

Bill: Did Shirley know that you had to delay the job for Purchasing in order to do her cards in time for the staff meeting?

Jim: She knew I had the job… she's the one that gave me the layout. Same time as she gave the one for her job, in fact.

Bill: One of the things that must be real tough for you at times is deciding what sequence to do the work in. I mean, everybody want their jobs done right away, rush-rush. And it's hard to know whose work should take priority over someone else's job, isn't it?

Jim: Yeah, you sure hit the nail on the head there. Yeah, there's no way I can please 'em all.

Bill: How do you decide on priorities?

Jim: I do the jobs in the order I receive 'em unless someone has a special rush job, like Shirley.

Bill: In which case you may have to delay another job you promised. It must be making scheduling real difficult.

Jim: You see that box over there? That's the new vacuum pump I've been waiting to put on Joe's press. Waiting three days. The phone, and people calling about their printing… there's just no time for it.

Bill: I'll bet if you had someone to handle the prioritizing and scheduling and phone calls, you'd have a lot more time to do the things that only you can do—like installing the new vacuum pump, or grooming Fred to handle some of the things you now handle.

Jim: You don't think Fred could handle the scheduling?

Bill: No. At least I haven't thought of him doing it. No, the one I was thinking of is Shirley, since she feeds so much of your work to you anyway. And she has to establish priorities and schedule the work when people bring jobs to her in the first place.

Jim: Yeah, but how would she know what I already had cooking and how to set up delivery dates with a user?

Bill: You're right. She couldn't… unless you and she had a brief production scheduling session every day… to review work completed, work in progress, and new jobs to be scheduled. But once the two of you agreed on priorities, then it would be Shirley's job to deal with the users, and your job to have your people run the jobs according to schedule. And then you'd be free to do the things only you can do.

Jim: I wonder if she would mind picking up all the scheduling problems, I mean, she's got her own jobs to think about without taking on mine…

Bill: What percentage of your jobs come from copy that Shirley's people have typed and laid out?

Jim: It's a pretty high percentage—about three-quarters of it.

Bill: So that means she's already handling the scheduling of those jobs and dealing with those users anyway.

Jim: Yeah. I see what you mean.

Bill: Actually, it might even make her work ***easier*** in some ways, since people who give her a job usually want to know when they will get it back in printed form, complete. If she could answer that by working closely with you, then each user would only have one person to deal with rather than two.

Jim: Which would make it easier for the users as well as for me. Well, I'm ready to agree on it if Shirley is.

Bill: Let me have a talk with her. If she agrees, we can all get together to work out the details.

Jim: Great.

Narrator on *MAP* Set

Narrator: Well, you've just seen Bill in action with two of his people. How do you think he did in handling Shirley's criticism of Jim's scheduling problems? Do you think she should have brought it up? And how do you feel about the way Bill handled Jim in getting him to agree to having Shirley take over the scheduling of his work? On pages 57 and 58 in your workbook you'll find a copy of the notes Bill jotted down before talking with Jim. I'd like you to read them, and then answer the questions on page 59 (STOPPING POINT).

That brings us to the end of *MAP*… at least the part of it that's concerned with observing and evaluating Bill and his people. The last two pages in your workbook contain questions about your position in management, your level of education, your years of experience, and so on. This information enables us to enter your scores into the appropriate categories for analysis. When you've completed items 267 through 279, your instructor or *MAP* administrator will collect your response sheet for computerized scoring. Since that completes the assessment part of *MAP*, I'll say goodbye for now.

Managerial Assessment of Proficiency

MAP™

Counseling *MAP* Participants

These materials were developed for instructors and counselors who are called on to help *MAP* participants to understand their scores and the implications of their Proficiency Profile.

Our Purpose

This section was developed for instructors and counselors who are called on to help *MAP* participants to understand their scores and the implications of their Proficiency Profile.

In most organizations, those who have been through the *Managerial Assessment of Proficiency* will share the Profile with their manager, and the two will interpret the results and discuss appropriate actions. However, these managers are usually not very experienced at interpreting the Profile or at counseling their people. Thus, it is appropriate for the organization to designate one or more persons to specialize as *MAP* counselors and to announce their willingness and availability to provide this service. For many participants, it will be the only help they get. Consider these *MAP* participants:

- "My manager is often out of town… too busy for me to bother."
- "My manager is 'old school'… wouldn't understand the Profile."
- "I've talked with my manager… would like another reading."
- "I'm not proud of my scores… would rather my manager didn't see them."
- "I value your experience… you've seen a number of Profiles."

These are but a few of the reasons why it makes sense to provide a neutral person who can look at the *MAP* Profiles objectively and professionally, and help a participant get the benefit of a comprehensive interpretation of the competencies and the meaning of one's scores.

This section has three parts, as follows:

The Need for Counseling… **two scripts of counseling sessions**

Four Guidelines for Counseling

What's It Mean?… **answers to 20 common questions**

A list of other *MAP* materials that can be used when counseling a participant is on page. All these materials are included in your *MAP* Instructor's Materials.

The Need for Counseling

"Scott, have you got a minute to take a look at my profile?"

The speaker, a partner in a CPA firm, led me to a corner of the room where other managers who were looking at their profiles would not hear us. We had just come to the break in the MAP Feedback Session, and I had just distributed the sealed envelopes containing each participant's profile.

"This is miserable. My overall proficiency is at the 38th percentile. And I've got several single digit percentiles here. I know the other partners will be sharing their profiles with one another, and they'll want to see mine."

"Are you saying, Irv, that you're ashamed to show it?" I asked.

"Well, wouldn't you be? It says pretty clearly that I'm a lousy manager."

This was the first time I had been hit directly with the need to help managers interpret their MAP profiles… perhaps even counseling them to explore the actions to be taken. Fortunately, I knew the CPA firm and Irv's role in it.

"Irv, what would you say is your greatest role here at TSD Associates? What unique strengths do you bring to the party?"

"I guess I'm one of the better accountants on estate tax, mergers and acquisitions, and deferred compensation programs."

"You're one of the best, Irv. You teach it at NYU and have written a number of articles in the accounting journals. How big a staff do you have helping you here at TSD?"

"One guy, Harry. That's all."

"Tell me a little bit about Harry and your management of him."

"Harry doesn't need many management… he's great. He handles his clients and I handle mine. If he needs help or wants to confer on something, he comes to me."

"Wouldn't you be able to handle a lot more clients if you had several others like Harry?"

"Maybe, but that would take me away from my own accounts because I'd have to be supervising them—checking on their work, correcting their errors. Besides, I doubt if I could find others like Harry. He's more mature. And he brought a lot of experience with him when he joined us. So I didn't have to teach him a lot."

"Irv, if you have only one person reporting to you, who manages all the other people in the firm… the account supervisors, and your office staff?"

"The other partners. And we've got John to help us with recruitment and training."

"Do you ever feel that you're not pulling your fair share of the load in managing the organization? Do your partners ever wonder if you shouldn't supervise more people?"

Irv laughed at this suggestion, then explained:

"They like managing the firm and are good at it. And they know that my work generates a lot of income and has given us a good reputation in our field."

"Well, that's it then. Five minutes ago you were ashamed of your low profile. But look at all the things we've realized since then:

Point One: Your major strength and value to the firm lies in your tax expertise, not your managerial prowess.

Point Two: You don't enjoy developing others and are lucky to have Harry, who needs very little supervision.

Point Three: Your partners are good at managing and seem pleased to have you doing what you're best at.

"Do you feel that I've summarized the situation accurately?"

"Yeah. That's it in a nutshell."

"Do you think your partners would be surprised by any of these conclusions?"

"No, we're very open with one another. I'm sure that's the way they see it."

"Do you think they would be surprised by your profile?"

"I suppose not. Maybe a little disappointed, but not surprised."

"Why disappointed, Irv?"

"Well, they might have expected me to bring more to the party than this?"

"Irv, you **do** bring more… in tax and estate law. And **they** bring more in the desire and ability to manage the firm. You were assuming that everyone who bears the title of manager, or partner for that matter, must have an impressive profile of managerial competencies. And we've just seen that there are many ways of being effective and contributing to an organization besides supervising people and managing programs."

"Yeah, and it's not really something I want to do. I'm a little envious of the other partners when we sit down at our monthly management meetings. They dig right into the issues and go about it quite professionally."

"Why are you envious? Would you like to be doing the same thing?"

"No, I'd rather be back in my office working on my accounts. Maybe envious is the wrong word. It's probably more like respect. I respect the partners' ability to manage the firm."

"Just as they respect your ability in the areas where you provide leadership. You know, Irv, we weren't all born with the same talents. And if we have any accountability or stewardship responsibility, it's for using the talents we were given rather than lamenting the ones we didn't get. You were dealt a strong hand with many valuable cards that you seem to be *playing quite well, to the benefit of the firm and your own professional standing in your field. It just happens that your competency in tax and estate law doesn't show up on this managerial assessment. Although when I look at your high scores on Analytical Thinking and on Thinker, I can see that you're well suited for the work you do."*

"Yeah, I guess it wasn't in the cards for me to be a manager."

"But isn't it fortunate that your partners can do that and enjoy doing it. That's what a good team is all about… different players each contributing their respective strengths. Your partners know your strength, and it's one they lack. So in that sense, you're every bit as valuable a player as they are. Now, as to whether you opt to share your profile with them, that's your call. But if you do so in the context of what we've just discussed, I suspect there will be no surprises. In fact, there may be a confirmation of your respective roles and values."

"Thanks, Scott, for taking the time to look at my profile. This has been helpful."

"I'm glad, Irv."

*   *   *   *   *

In one sense my session with Irv was easy. His concern was not with one or two low scores or with what seemed to be internal inconsistency ("How come I'm low on this when I was so high on that…"). Nor was he challenging the validity of MAP or the relevancy of the exercise. Rather, Irv's concern was with the overall realization that he was not really a manager and that this might affect his status or value in the eyes of the other partners.

Since most MAP participants have specific questions about their profiles, let's look at another script of a counseling session that will serve to illustrate a number of common questions that arise. Then we'll examine a list of guidelines—do's and don't—for helping an individual to interpret the Proficiency Profile.

First, however, let's look in on my session with Catherine, a first-level supervisor who asked if I would talk with her about her profile and her career. Here is the transcript of our meeting, as nearly as I can reconstruct it…

*   *   *   *   *

"Well, Catherine, now that you've had a chance to examine your profile, what have you concluded? Is there life after *MAP*?"

"Oh, yes. It didn't do my ego much good, though."

"How do you mean?"

"Well, my overall composite is at the 48th percentile, which I guess means that I'm your basic average supervisor."

"And you're not happy about that?"

"When my boss promoted me four months ago, he made me a supervisor because he said I get along well with people. He felt that I showed a lot of promise."

"Do you see anything on this profile that would contradict his belief in you?"

"Well, this group here—the supervisory composite—pulled my overall score down. Here I am a supervisor, and that's my lowest score, a 25."

"Catherine, all 12 scores are important to your success as a supervisor. And look at your strengths—time management, giving and getting information, problem solving. They're no less important to being a good supervisor. But let me ask, how many people do you supervise?"

"Three. One has been around for awhile. The other two are pretty new."

"You've never been a supervisor before or had courses in it, have you?"

"Nope. This is a new game."

"The supervisory competencies are ones that come with training and experience. So it doesn't surprise me that you got a 25 in them. But look at your score in the communication block… a 69. That's what your boss means when he says you've got a lot of potential. You've developed some real strong skills in giving and getting information. And these skills are supported by a healthy, adult-to-adult view of your three employees, as reflected in your Theory X and Y scores down here. So I don't see anything to be concerned with. The competencies listed in the supervisory block will improve as you gain experience as a supervisor and as you go through the training program."

"I wanted to ask about my score on analytical thinking… a 3%. How can that be so low when problem solving is at the 80% level?"

"Did you read the page on analytical thinking in your book on **Interpreting Your Scores** to see how it's defined?"

"I haven't had a chance yet."

"Problem solving is concerned with identifying and removing the barriers that keep us from meeting our goals. And you're good at that… at playing detective, so to speak. But analytical thinking is quite different. It is concerned with logic… with recognizing that a statement is shaky or that a conclusion is not solid or that the facts are missing to support an assumption. Do you remember in *MAP* where Bill Taylor needed to find a replacement for Tony Zupini to run the cafeteria, so he asked Shirley and Jim and Jan and Brian if they had any candidates. What was your reaction to that?"

"I guess it seemed like a good idea. Bill wanted to promote from within and give the opportunity to one of his own people."

“Now there’s a good example of how *MAP* assessed your analytical thinking skills. On the surface, promotion from within seems like a good idea. But it doesn’t always make sense. You don’t promote people into the position of the company lawyer, or head of security, or head of the cafeteria, since such jobs require highly specialized skills and knowledge that must be learned before one goes into such a job. Analytical Thinking means looking at a statement or issue from all possible angles… putting it under strong magnification and seeing if it has any flaws.”

“I can see that I’ve got to work on that one.”

“Well, so did Bill Taylor. Like many of us, he was more apt to act than to think. Another example was when he took Jim’s responsibility for scheduling printing jobs away from him and gave it to Shirley. On the surface it looked like a ‘quick fix.’ But he violated a basic premise of organizational behavior. It’s his job as Jim’s supervisor to train, coach, and develop him to fill the job requirements… not to change the job to fit the person. Bill added a responsibility to Shirley’s job and took one away from Jim, which could lead to all kinds of other problems—Shirley might now want more money, Jim’s replacement might be good at scheduling, Shirley’s replacement might be poor at it, and so on. So there’s another example where Bill did not use good analytical thinking. Bill was more of a Sensor than a Thinker. Let’s see how you did in these categories?”

“Thinker was my highest score… a 94. Then Feeler at 44. Sensor came in third at 39.”

“Your high Thinker score tells me that you like analytical work and have a strong interest in details and in precision. This means that it will be relatively easy for you to learn the skills of analytical thinking. You have a natural leaning in that direction.”

“But I don’t think the module on analytical thinking is being offered in our supervisory training program, is it?”

“No, it’s not. But you could check out the videocassette and workbook, and go through it as self-study. You’ve got several hours of self-improvement waiting for you, if you’re interested.”

“Yeah, I sure am. That’s what I’ll do.”

“Let’s look again at your Sensor score. In terms of percentiles, it came in third. But if you look at your raw scores here on the left side of your profile… the four numbers that add up to 100, you’ll see that Sensor, at 26, was next highest to Thinker, at 34.”

“How come the order is different on the two sets of numbers?”

“Good question. The raw scores, shown on the left, indicate the relative strength of the four suits of cards in your hand, without regard to anyone else’s hand. But when we look at percentiles, we are seeing how you compared with all other supervisors who have been through *MAP*. Now, see if you can tell me why your Sensor rating moved from second strongest suit in your hand to third place among the percentiles?”

“Uhh… I guess because most supervisors were stronger in Feeler than in Sensor, and this pushed the Sensor into third place.”

"Actually, Catherine, it's just the opposite. Most supervisors are strongest in Sensor. Remember that the four raw scores add up to 100, so 25 would be average. Your 26 on Sensor is above average compared with the cards in your hand. But compared with supervisors nationwide, who are getting their highest scores on Sensor, you came in at the 39th percentile. This means that 61% of the nation's supervisors are higher than you on Sensor. In contrast, they tend to be lower on Feeler, which is why your percentile on that is a little higher than the percentile on Sensor. Are you totally confused by now?"

(*Laughs*) "No, but I see why I have to take that self-study course on analytical thinking!"

"Now, there's one other thing I'd like to look at. Even though your critical score is quite low, at the 5th percentile, you came out quite high on Advising, a 92. And as you recall from the feedback session, advising is a parent-to-child type of response. Got any idea why you're so high on the tendency to give people advice?"

"Well, I've never seen anything wrong with giving advice. I always thought it went with being a supervisor… until we learned in the feedback session that there are other ways of developing people."

"I'm sure that when you give advice to your people, you do so in a constructive, helpful way. Your high score on Empathic, a 76, would support this. But I suspect that the Sensor in you makes you impatient at times, and you find it quicker to tell people how to do things than it is to ask them questions and draw them out. But that's just **my** way of explaining your high advising score. What's **your** explanation?"

"You're exactly right. I don't take the time to ask questions and find out how people would deal with a problem or an opportunity. I've always seen that as my job… you know, that's what the person in charge is expected to do… give orders. I'm going to try to work on asking questions that encourage people to think things through for themselves."

"The way Bill Taylor did when he met with Jim about reassigning the scheduling responsibility to Shirley. Bill asked questions and brought Jim around to realizing that Shirley could help him. This worked a lot better than if Bill had advised Jim to use Shirley."

"But I thought you said a moment ago that Bill shouldn't have taken the scheduling responsibility away from Jim."

"That's right. The reassignment was not appropriate, since it violates a basic principle of administrative behavior: fit the person to the job, not the job to the person. But what we're talking about now is Bill's method of influencing people, making the point that asking questions and showing understanding (in other words, Searching and Empathic responses) are more effective than the Critical or Advising response."

"I guess I'm having trouble confusing the principle, which was wrong, with the method, which you say was good."

(*Laughs*) "That's another example of analytical thinking at work. There are many times when a given behavior might be inappropriate from one standpoint but appropriate from another."

"Yeah, and I was troubled by those items when I went through *MAP*."

“I can see how a high Thinker would be. You’d like the world to be spelled out in black and white, and looking at the same act as appropriate in one sense and inappropriate in another can cause real confusion.”

(*Laughs*) “You got that right!”

“Well, Catherine, let’s summarize what you’ve gotten out of this discussion. Tell me the major points you’re leaving with.”

“Let’s see. First off, I shouldn’t be too concerned about my low scores on the supervisory composite, since these skills will come with more experience and with training.”
“Good.”

“Nor should I worry about the low score on analytical thinking since the self-study course will help here… although with the lousy job I’ve been doing on analytical thinking during the past 10 minutes, I wonder if any course can help.”

(*Laughs*) “Catherine, a lot of managers need help on analytical thinking. We’re often more concerned with ‘doing things right’ than we are with ‘doing the right things,’ which is based on two competencies that are going to improve for you as you get more training and more experience, namely **Setting Goals and Standards** and **Thinking Clearly and Analytically**. (*Pause*) Any other points you got from our discussion?”

“Let’s see… oh, yeah. I’ve realized that I tend to give advice and to ‘mother’ people. Perhaps it’s the high Empathy in me, wanting to help them. Or perhaps it’s the high Sensor, becoming impatient and wanting to get the job done. But I’m going to work hard at asking questions and helping people think through their own solutions instead of telling them my solution.”

“And you’ve got great strengths in this department… your scores on giving and getting information are your highest. (*Pause*) Think of anything else?”

“No. That gives me plenty to work on right there.”

“I’d add one thing. Your manager promoted you because he saw that you get along well with people and because you show promise. Your profile contains ample support of your ability to get along with people—high scores on adult-to-adult, on Empathy, and on your communication skills. As for your showing promise, I take that to mean that he didn’t expect you to be a fully proficient supervisor during your first few months. The skills of supervising take time. But you’ve got the right values and style (the bottom part of your profile) and the strength in relating to others (the communication competencies) that lead me to know that you’ll do a great job as you grow into the role of supervisor.”

“You know, this program is probably coming at a good time for me. I’ve been on the job long enough to know what it’s like but not so long as to develop bad habits.”

“That’s a very insightful perception, Catherine. You’re right. *MAP* and the supervisory training program are coming at a perfect time for your personal development. Well, I’ve enjoyed our talk. Let me know if I can be of further help.”

“I sure will. Thanks a lot for all your time… and your help.”

Four Guidelines for Counseling

1. ***Remain non-judgmental throughout.*** The participant may ask, "*What's a good score?*" or "*How important is this competency?*" or "*Shouldn't this be a lot higher for my job?*" Remember that your role is to help them interpret their profile, not to do it for them. You can accomplish this best by asking questions.

   If they ask you questions that are requests for information, answer them (or direct them to the ***Interpreting Your Scores*** booklet). But if they ask you questions that require judgment or evaluation, it's usually a good idea to respond with a question that places the responsibility where it belongs… with them. Let's look at examples of each of these.

   Example of a request for information:

   Participant: "How come my time management score is so low compared to my planning and scheduling score? Aren't the two similar?"

   Counselor: "Not really… at least not as defined in *MAP*. And you may want to read pages 100 and 102 in ***Interpreting Your Scores***. Time management is concerned with what you do with your time, whereas planning and scheduling is concerned with how you sequence activities. Are you surprised by your time management score?"

   Example of a request for judgment or evaluation:

   Participant: "How come my time management score is so low? Shouldn't I have a higher score on this for my work as project manager?"

   Counselor: "What kinds of things do you do as project manager that lead you to think your time management score is low?" (Counselor is listening for clues of planning and scheduling in contrast with time management.)

2. ***Don't give advice.*** Consultants, counselors, accountants, lawyers, therapists… in short, all who earn their living giving advice… have learned a basic lesson if they are good at their profession: never give advice. Point out options and alternative actions to be taken, but don't tell the client what they should do.

   The issue is one of responsibility. Once a counselor says, "*Given what we've just discussed, I think you should…*," the responsibility for a successful outcome has just shifted from client (participant) to counselor. And the moment the client encounters the first bit of difficulty in carrying out the counselor's advice, it is the counselor who is to blame and the client who is freed of responsibility: "*What dumb advice! I wasn't convinced it would work in the first place.*" And so on.

   The alternative to giving advice is to ask questions that lead a person to select an appropriate course of action and be committed to following it through. This is what Bill Taylor did with Jim on his weakness in planning and scheduling his printing jobs. Rather than give advice ("*I think you should work with Shirley, who is good at it*"), he asked Jim a number of questions that led Jim to realize the benefits of working with Shirley on scheduling each new job.

3. ***Explore all options for personal development.*** When a manager wants to improve in certain competencies, there's a common assumption that training is the primary if not the only means available. To be sure, most companies have courses available: group-based and self-study, internally and through local colleges. The *Managing to EXCEL*™ series was designed to meet this need by addressing the 12 competencies assessed in *MAP*.

   But many other options exist, and we've outlined 25 of them in the section titled **Personal Developing Options**. When counseling a person who wants to improve in certain competencies, use this list of 25 options as a "menu." For each competency you wish to improve, look for alternative options. Since many of the options offer improvement in more than one competency, it is better not to narrow the options down until all the competencies have been accommodated for. Then you can see how few options you need to address all the competencies on which improvement was desired.

4. ***On low profiles, check the Response Sheet***. Despite the repeated reminder that many items have more than one correct answer, you will find an occasional manager who answered very cautiously… someone whose average number of responses per item falls well below the 50% average that participants are told at the start of *MAP*. This will account for their low scores on the profile.

   If participants have just taken *MAP* and the episodes are still fresh in their minds, you might offer them the option of going through the workbook again and entering their additional answers on the Response Sheet, which you will then score again for them.

   However, it's appropriate to remind them that they should enter new answers only when they feel comfortable about them and not simply for the sake of finding additional responses, since wrong answers are often subtracted.

What's It Mean?

At an annual *MAP Users' Conference* participants were given 20 questions that are frequently asked by managers looking for help in interpreting their *MAP Proficiency Profiles*. We have selected and combined the best answers that came from the Users, and present them here as examples of the kinds of feedback you can provide when you are asked questions like these. Training House acknowledges with thanks the excellent contributions that came from *MAP Users* at the annual meeting.

1. ***What is a good score? Is anything above the 50th percentile good?***

   First, let's examine how the percentiles are determined. Your proficiency on a given competency is derived by comparing your performance to a database of 5,000 managers. If you are at the 50th percentile, this means that you are more proficient in that competency than half of the 5,000 managers and not as proficient as the other half.

   As a manager/supervisor, you are already in the top 10–15% of the working population. So being average in a given competency among your peers is nothing to be ashamed of… sort of like being average in a first-class college or university. However, the real issue is this: To what extent is that competency relevant and important to your current position or future opportunities for advancement? On some competencies (e.g., ***Planning and Scheduling*** for a project manager), a 70th percentile might not be as high as desired, while on other competencies (e.g., ***Time Management and Prioritizing*** for a supervisor whose job is totally reactive rather than proactive), a 30th percentile might be quite sufficient.

2. ***How do I decide which competencies I should do something about and be worried about?***

   By going through the ***Self-Assessment of Managerial Competencies***, you will be able to determine gaps between high relevancy and low proficiency. These areas should be targeted first for development. However, all high relevancy areas are targets for improvement, even if they are already strengths. Any improvement in these areas provides the greatest return… for you personally and for the organization. Build on your strengths, and don't spend time worrying about low scores on competencies that you and/or your manager feel are not all that relevant.

3. ***My manager thinks I'm very good at time management, yet my MAP score is a 43**… **below average. Who's right?***

   First, let's make certain that both you and your manager are singing from the same hymn book. Refer to the *Interpreting Your Scores* booklet and study the page that defines time management. Your proficiency was assessed based on this definition. Discrepancies between your proficiency on *MAP* and perceptions of others is usually due to a difference of definition.

   MAP provides you with an **objective** rating of your proficiency and should be considered as significant input for development planning. The opinions and perceptions of others are always **subjective**, for you are being compared to the way **they** manage time rather than to the norms of thousands of managers.

Maybe both of you are right. Time management has a lot of definitions. If you complete all assignments, your boss might think you manage your time well, even though you might be taking work home, working long hours, accepting every assignment without negotiating priorities, etc. Are you comfortable with the way you manage your time? If not, then maybe you should do something about it.

4. ***How is it possible that on the Communication Response Style my lowest score on the yellow sheet was on Critical, yet this is my highest percentile? Is there a scoring error?***

No, most managers' raw scores are low in Critical. With 60 points divided over four response styles, we might expect 15 points ("average") on each. However, the range of raw scores on Critical rarely gets as high as a 15. Therefore, a raw score of 11 might be low compared to Empathic, Searching, and Advising, but compared with the Critical score of all other managers, an 11 is quite high and will put you at the 90^{th} percentile.

5. ***My Problem Solving and Decision Making scores are both pretty high. Yet Analytical Thinking is one of my lower scores. How is that possible? Don't you need to be good at analytical thinking to score well on Problem Solving or Decision Making? They're all part of the same competency cluster.***

All competencies assessed in *MAP* are mutually exclusive. They were grouped into clusters of related competency for ease in displaying the data but you cannot assume or expect that scores within a cluster will correlate. You might have scored high on Problem Solving and Decision Making based on past courses or experience you've had. Analytical thinking is a logical and objective way of viewing problems and situations.

For example, when Bill Taylor invited his supervisors to nominate candidates for the food service supervisor position, he was not exhibiting clear thinking. He was more concerned with the positive implications of promoting from within than with the reality that food service experience is a critical prerequisite.

Similarly, he's not thinking analytically when he tells his four supervisors not to mention that Tony Zupini is leaving, since he hasn't told his people yet. How can they discuss the opportunity with candidates without their knowing that Tony is leaving?

6. ***My Theory X and Theory Y scores are both high. I thought that if you were high on one, you had to be low on the other. How can you be both?***

Theory X and Y are situational. Your high scores on both indicate that you have developed a strong leadership style and that you can draw on the appropriate behavior for a given situation. There are times when employees behave as children and need to be parented (Theory X). And there are times when adult-to-adult relationships are appropriate (Theory Y). You seem comfortable in both. Dr. Douglas McGregor, who formulated Theory X and Y, never intended that the two be mutually exclusive. They are two sets of assumptions as to how people behave, and each is valid and readily visible in any organization.

7. ***I've always thought of myself as a pretty effective manager. My bosses have said so, and the department has grown a lot under my leadership. Yet my overall proficiency profile puts me at the 46th percentile... below average. I'm having trouble accepting this... maybe you can help.***

There are many factors that contribute to one's success in management. *MAP* only assesses competencies that can be improved through training and development. Your personality, drive, ambition, persistence, technical competency, power and influence within the organization, network of useful contacts, knowledge of the industry, and many other factors all contribute to your effectiveness as a manager.

(**Note to counselor:** It may also be possible that the organization's composite *MAP* profile is below average. In other words, in this particular organization, the manager you are counseling is effective when compared with the others in the group. This could be a sensitive issue... you may or may not want to discuss it.)

8. ***My Listening score is 92. Yet my people tell me I'm a poor listener. Who's right?***

Given a situation with no interruptions, distractions, or interactions like listening to the *MAP* episodes, you proved that you are a good listener. However, as indicated at the bottom of your profile your high score on Sensor suggests that you might be impatient as a listener... especially if the other party is rambling or disorganized. Also, your lower scores on Feeler and on Empathic responses suggest that you aren't too concerned about investing a lot of time listening for feelings and perceptions.

The top two-thirds of your profile lists competencies... the cards you have in your hand to play the game of management. The bottom third lists values and personal styles, and tells us how you are likely to play your cards. You have strong cards in Listening, but you probably aren't playing your strength in your interactions with others.

9. ***The group profile showed very little variation from one score to another... the lowest was a 43 and the highest a 69. Yet my own profile jumps all over the place, from 4% to 88%. How come?***

The group composite profile is an average. Whenever you take an average of many scores, the result will now show the extremes of variation that an individual profile is likely to display.

10. ***Are some of the competencies more important than others?***

When *MAP* was developed, all competencies were treated as equal. However, for each individual in a given job with specific needs, certain competencies are more important than others. Only you and your manager can determine the relative importance of the 12 competencies, based on their relevancy to your job and your proficiency in each. The *Self-Assessment of Managerial Competencies* is a useful tool to help you here.

11. *Which scores should I pay most attention to… the lowest ones?*

Only if they are relevant to your job. You should use your *MAP* scores as a guide to development planning. Therefore, even a score at the 60th percentile on a competency that is critical to your job should have high priority for improvement, while a score at the 40th percentile on a competency of low relevancy might not require any attention.

12. *I'm high on Sensor and Feeler. Isn't that contradictory? Aren't they opposites?*

No two scores are contradictory. You can have any combination… like the deal in a card game. There are certain qualities of a Sensor (action-oriented, a tendency to be brusque or short with people) that are offset and counterbalanced by some of your Feeler qualities (the desire to talk with people, involve them, and share your feelings). We see this as two different qualities serving to "temper" or balance one another.

13. *Shouldn't there be some agreement between my Listening competency, which is low, and my Empathic and Feeler, which are high?*

Not given the context in which your Listening competency was assessed. Listening is defined in *MAP* as the ability to hear, understand, and organize information so as to retain it and act on it subsequently (short-term memory). If *MAP* had assessed your ability to listen with empathy, then we might expect agreement and a higher Listening score.

Let's look at your Thinker score. It is one of your lower ones. Thinkers pay attention to details, are precise and analytical, and these qualities make it easier to listen analytically. Also, let's look at your Intuitor score. It is high. Intuitors are creative, go off on tangents, and sometimes find it harder to concentrate when someone is speaking. Their fertile minds are creating visions and side journeys to the speaker's mainstream. So your high Intuitor may mean that you have to work a bit harder at listening, disciplining yourself to focus on the other person's message and intent rather than on all the interesting things you can do with it.

14. My MAP scores show me to be higher on Theory X than Y. Yet my Critical and Advising scores are less than my Searching and Empathic, suggesting that I'm more Adult (Theory Y) than Parent (Theory X). How do you explain that?

Your scores on *MAP* are probably more indicative of your true style. *MAP* is an objective measurement. In fact, you didn't even know that your management style was being assessed. There are 90 statements scattered throughout *MAP* that contributed to your Theory X and Y scores. Half were Theory X statements and half were Theory Y.

Let me illustrate. At the weekly staff meeting while discussing Shirley's flextime report, Jim asks, "*Who sets the hours… the employees themselves? I can see this leading to a lot of abuses*." (A Theory X comment.) Yet, later in the week when Bill talks with Jim in the parking lot about an employee who is leaving early, Jim says, "*I'm not a clock watcher and I don't want my people to be. If they've got a job on the press and want to run it beyond closing time, they've got my blessing to do so, then trade this time and come late or leave early on another day when they've got a lighter load*." (A Theory Y comment.)

So your X and Y scores on *MAP* are more reliable for two reasons. First, there were more items… 90 versus 20. Second, you didn't know that your style was being assessed, so you couldn't answer in a way that would make you "look good" ("outpsych" it). In contrast, the Communication Response Style instrument can be easily answered in the way you think you should rather than what you actually feel or would say in a real situation.

15. *My lower scores are in the Communication and Supervisory clusters, while my higher ones are in Administrative and Cognitive. What does this mean?*

Such a profile would indicate that your current strength lies in task management rather than people management. Whether or not this is appropriate depends on the nature of your current responsibilities.

16. *I'm an engineer. Yet my score on Thinker (analytical) was one of my lower ones, along with Feeler. I can understand the Feeler being low, but the Thinker surprised me. Isn't that unusual?*

Yes, the low score on Thinker is probably not usual for an engineer. What made you decide to go into engineering? What kind of engineering do you do? What is your Intuitor score? What aspects of your work do you like most and least? These are relevant questions because you may not be drawing on the analytical (Thinker) side of engineering. And a creative, designing engineer would draw on the Intuitor qualities. The Sensor qualities should help you in managing projects. In other words, although many engineers were attracted to the field because of their Thinker qualities, a lower score on Thinker is not of itself a drawback to being an effective engineer.

17. *I'm high on Getting Unbiased Information. Yet my Listening score is low. Aren't they very similar?*

Listening is a reactive competency, involving the analyzing and organizing of what you hear. Getting Unbiased Information is proactive, involving the use of questions and probes. There is no reason to expect the two to correlate. Here are how the two competencies are defined for *MAP*'s purposes:

Getting Unbiased Information:

- Identifying the forces at work that may bias the information we want
- Using directive, non-directive, and reflecting questions effectively
- Employing the funnel technique of questioning to draw others out
- Making use of probes when information is hidden or being guarded
- Recognizing meaning on both the latent and manifest levels
- Using sequences of questions to shape behavior deductively
- Confirming understanding and obtaining agreement and closure

Listening and Organizing:

- Identifying and testing the inferences and assumptions we make
- Overcoming barriers to effective listening (semantic, psychological, physical)
- Summarizing and reorganizing a message for recall
- Keeping the speaker's intent, content, and process separate
- Withholding judgment that can bias your response to the message

18. ***I'm lower on Getting Unbiased Information than I should be, since I do a lot of interviewing. What can I do to improve?***

You can go through the module, of course. You can also practice asking non-directive questions that require broad answers and can't be answered in a few words. What kinds of interviewing do you do? Are non-directive interviewing techniques appropriate? Do you have other interviewers whom you might observe in action, then have them do the same with you? These are some of the options you might consider.

19. ***Have you any items on how to improve my low scores on Thinking Clearly and Analytically?***

That's a competency that relatively little help was available on until recently. Edward DeBono, Karl Albrecht, and others have written books to improve this skill. And the module titled ***Thinking Clearly and Analytically*** has several useful exercises in it. What was your Intuitor score? Perhaps you have a well-developed intuition and creativity, and have dealt with problems and opportunities from a right-brain approach rather than from the analytical left brain.

20. ***My boss hasn't been through MAP and won't understand these 12 competencies, much less the management style and values. Do you think I should show my profile to her?***

First off, don't be worried about any competency. *MAP*'s purpose is to take inventory, not to make you worry. Before looking at low scores, it's a good idea to rank the scores and prioritize their relevancy. The *Self-Assessment of Managerial Competency* can help there. It's also a good idea to look over the 25-item list of *Personal Development Options*. It suggests a variety of actions that can be taken to strengthen a competency. But even if you do nothing, recognizing that a competency is low will help you to devote more time to it or work harder when you have to apply it… and this, in itself, should lead to improvement.

Other Counseling Tools…

Here are the materials included with your *MAP* installation that should prove useful when counseling a participant. You should be familiar with each:

- ***Interpreting Your Scores.*** Each participant has this, but many will not have read it or remembered key points when they sit down with you for counseling.
- ***Feedback and Interpretation Sheets.*** Interpretive material accompanies the ***Personal Style Assessment*** and the ***Communication Response Style*** exercise, and helps in interpreting the TSIF and ECSA scores at the bottom of the Profile.
- ***Sample Profiles.*** This section shows three Profiles and the comments of the three managers who received them.
- ***Objectives and Criteria.*** This section describes the behavior associated with each of the 12 competencies (as "learning objectives" and "performance criteria").
- ***Personal Interpretation Worksheet.*** The 14 questions in this section should be completed by a participant before scheduling a counseling session.
- ***Personal Development Options.*** This section lists 25 actions that *MAP* participants might take to develop their competencies. You should know how available each is within your organization.

Managerial Assessment of Proficiency

MAP™

Measuring the Competency of Managers

Measuring the Competency of Managers

A Report on the Validity and Reliability of the Managerial Assessment of Proficiency *MAP*™

Prepared for use by the Associates and Staff of Training House, and their clients who participated in the validation studies. The material contained in this report is confidential and may not be reprinted, quoted, in whole or part, without permission in writing from Training House.

Their report summarizes the results of the correlation studies that were carried out at Binney & Smith in Sept.–Oct. 1986 and the results of two pretest-posttest studies in which *MAP* was used to measure the impact of training. The findings of this report are quantitative in nature and assume some familiarity with statistics.

Readers interested in the more qualitative results of the initial tryouts of *MAP* in eleven organizations and the reaction of participants to the program are referred to an earlier report dated June 1985 and titled: "Report on the Methodology and Results of the Field Tests (Validation Studies) of the Managerial Assessment of Proficiency."

What is *MAP*?

In July 1985, Training House published the Managerial Assessment of Proficiency (*MAP*). *MAP* is presented via videotape and scored by computer. It measures a manager's proficiency on 12 competencies that are critical to the ability to manage and supervise effectively.

The format of *MAP* is case method. Viewers observe a series of episodes that make up a week in the life of a typical department, the Department of Administrative Services (mail room, printing and duplicating, word processing, maintenance). The setting could thus be any organization. The department head and his four first-level supervisors interact with one another and with other employees as they go through typical episodes during the week: a staff meeting, selection interview, performance appraisal, delegating session, goal setting meeting, progress report, and so on.

After each episode, the video stops and the managers being assessed respond to True/False items in a workbook. Responses are then scored and analyzed by computer, thereby generating a Proficiency Profile that shows a participant's strengths and weaknesses expressed as a percentile.

The report that follows presents the correlation data and the matched group studies that enabled us to demonstrate the validity and reliability of *MAP* as an assessment instrument and predictive index.

A REPORT ON THE VALIDITY AND RELIABILITY OF THE MANAGERIAL ASSESSMENT OF PROFICIENCY

The Burning Questions

"Can an exercise like *MAP* really measure how good I am at my job? Isn't it possible that I might be quite good at work but do poorly on *MAP*? Or vice versa? After all, what I do at work depends on much more than the 12 competencies assessed by *MAP*. Also, having to do something by yourself is very different from talking about it or evaluating the way someone else did it. And how do I know that the answers set forth by the authors of *MAP* as 'correct' are answers that can discriminate between degrees of competency in managers? In short, is there really any correlation between *MAP* scores and performance on the job?"

Anyone who produces an assessment exercise is obliged to answer these questions to the satisfaction of the organization using it and the individuals being assessed. The issues raised above require us to demonstrate the **validity** and **reliability** of our instrument. Let's examine each in turn.

Validity

An instrument has validity to the degree to which it measures what it set out to measure. In other words, how true a measure of one's actual competency is one's *MAP* score? A correlation analysis is the usual way to answer this question.

Eight of the eleven organizations that participated in the field tests of *MAP* prior to publication were able to provide rankings of overall performance on the job for each of the supervisors and managers whom we assessed. These rankings were correlated against their *MAP* Proficiency Composites, using the rank order (rank difference) method. The results are shown in Table One.

Table One

CORRELATIONS OBTAINED DURING FIELD TESTS OF *MAP*

Organization	N	r
Electric Utility	20	.84
Food Distributor	21	.82
Accounting Firm	22	.90
Pest Control	24	.71
Beverage Distiller	32	.76
Savings Bank	18	.81
Insurance, Home Office	18	.86
Publisher, Sales Dept.	29	.71

Although the correlation coefficients we obtained show a strong relationship between the performance of supervisors on *MAP* and at work, we were unable to find an organization that was willing and able to rate each person's performance on each of the 12 competencies and two management styles. The reason was predictable: "It's hard enough for us to come up with an overall competency rating for each of our 20 people without doing it on each of the competencies!"

The problem is common to many types of correlation that are undertaken to prove validity. As Milton Smith puts it, "Validity is not as easy to pin down as reliability. The difficulty lies in finding a suitable criterion of what the test is trying to measure outside of the test itself, against which the test may be checked by correlation."*

And so the *MAP* program was published with a validity based on its ability to predict **overall** competency (i.e., the Proficiency Composite), but without any measures of correlation to demonstrate how the individual competencies relate to performance on the job.

Then, in October of 1986, a fortuitous event gave us the data we had long wanted. Binney & Smith, Inc., manufacturer of Crayola crayons and art supplies, was using *MAP* to train supervisors at their Winfield, Kansas plant. The plant manager knew the group well and was interested in knowing how *MAP* scores would correlate with his ratings of their overall competency. When he gave us his overall ratings, we discovered that he had arrived at each person's rating by assigning points to each of the 12 competencies on a five-point rating scale. At last we were able to calculate the internal correlations.

Table Two shows the plant manager's overall ratings of each supervisor, and their correlation with *MAP* Scores (Proficiency Composites). Table Three shows the correlations obtained on each of the 12 competencies and the two management styles, using the same rank-difference method as shown in Table Two. The calculations supporting the Table Three correlations may be found on pages 138-141.

It is appropriate now to identify three types of validity and discuss the importance of each: predictive validity, construct validity, and face validity. Let's look at each in turn.

Predictive Validity

Managers want to know if they can make accurate predictions on the basis of a test's results. Applied to *MAP*, we are concerned with our ability to use a person's percentiles to predict that person's performance on the job, managerial style, and training and development needs. We also want to be able to use the cumulative data obtained from groups of managers to assess organizational needs.

*Smith, G. Milton, *A Simplified Guide to Statistics for Psychology and Education*, published by Holt, Rinehart and Winston, New York, 1965. (See Chapter 10, "Correlation Techniques.")

Table Two

CORRELATION OF THE PROFICIENCY COMPONENTS ON *MAP* WITH OVERALL PERFORMANCE RATINGS ON THE JOB

Participant	*MAP* Scores	Work* Scores	Rank on *MAP*	Rank at Work	Differ-ence D	D^2
Arthur	61	54.5	5.0	2.0	3.0	9.00
Becky	90	49.0	1.5	1.0	0.5	0.25
Charles	56	100.5	6.0	8.0	2.0	4.00
Dan	41	104.0	11.0	10.5	0.5	0.25
Erica	59	68.5	7.0	3.0	4.0	16.00
Fred	75	71.0	4.0	4.0	0.0	0.00
George	41	89.5	11.0	7.0	4.0	16.00
Henry	90	85.5	1.5	5.0	3.5	12.25
Irving	87	87.5	3.0	6.0	3.0	9.00
Jan	46	122.0	9.0	12.0	3.0	9.00
Karen	41	102.0	11.0	9.0	2.0	4.00
Lori	39	147.0	13.0	13.0	0.0	0.00
Matt	51	104.0	8.0	10.5	2.5	6.25
						ΣD^2=86

N = 13

$$r = 1 \quad \frac{6 \ (\Sigma D^2)}{N\,(N^2-1)} \quad = .76 \qquad (P = .01)$$

*Work Scores were obtained by adding the individual ratings assigned by the plant manager on each of the twelve competencies. The plant manager used a 5-point rating scale: High (H=1), Moderately High (MH=2), Middle (M=3), Moderately Low (ML=4), and Low (L=5). Thus, the lower the number on Work Scores, the better the performance. In contrast, *MAP* Scores are in percentiles, where higher numbers reflect better performance. In the two columns where rank is assigned, the lower the number, the better the performance.

Table Three

CORRELATIONS BETWEEN *MAP* COMPETENCIES AND PERFORMANCE AT WORK (N = 12)

Competency	r	P
Time Management and Prioritizing	.80	.01
Setting Goals and Standards	.65	.02
Planning and Scheduling Work	.52	.1
Listening and Organizing	.83	.01
Giving Clear Information	.69	.01
Getting Unbiased Information	.62	.04
Training, Coaching, and Delegating	.39	.2
Appraising People and Performance	.50	.1
Disciplining and Counseling	.74	.01
Identifying and Solving Problems	.74	.01
Making Decisions, Weighing Risk	.63	.03
Thinking Clearly and Analytically	.64	.02
Theory X style (parent-to-child)	.46	.2
Theory Y style (adult-to-adult)	.81	.01
Composite on 12 competencies	.76	.01

Let's interpret the first correlation shown in Table Three. The r of .80 on Time Management and Prioritizing is quite high. If there had been a perfect correlation (i.e., the highest *MAP* scorer is also the best performer on the job, the next highest *MAP* performer is next highest on the job, and so on), then r would have been equal to 1.00. A perfect inverse relationship would have given us a correlation of – 1.00 (i.e., the highest *MAP* scorer is the poorest performer on the job, and so on). No relationship at all would have been indicated by a correlation of .00, or a figure close to this.

As for the value of P, this is a measure of the confidence we are willing to attach to the r we obtained. P indicates how likely we are to have obtained an r value that is significantly different from 0. Thus, on Time Management and Prioritizing, our P value of .01 tells us that an r of .80 is significantly different from 0 at close to the 1% level of confidence… about one chance in 100 in obtaining a .80 correlation on the size of the group we assessed at Binney and Smith.

We are pleased with the predictive validity of 9 of our 12 competencies, namely those whose correlation coefficients (r) are .62 or higher and whose level of confidence (P) is never higher than 4%.

The most puzzling score is the 4 = .39 on Training, Coaching, and Delegation. Our best explanation of it is that low turnover and the routine nature of the work mean that supervisors have very little occasion to train, coach, or delegate, and the plant manager had to base his ratings on guesses rather than on actual behaviors that he had observed.

Construct Validity

Many assessments in the HRD field deal with constructs (e.g., attitudes, beliefs, values) rather than with observable facts and hard data. Examples include surveys of organizational climate, management style assessments, inventories of personal interests or values, and so on. Here we are concerned not with our ability to predict performance on the job but rather with our ability to infer the degree to which an individual possesses some characteristic presumed to be reflected in one's performance on the test. In *MAP*, Theory X and Y (parent-to-child supervision and adult-to-adult supervision) are constructs rather than competencies. The value of these scores lies in our ability to infer certain characteristics… for example, that in organizations where the predominant style is Theory X, certain behaviors will be found that are not found in organizations that display a strong preference for Theory Y behavior. Constructs such as management style enable us to examine similarities within certain types of industry that set them apart from other industries. Table Four illustrates this. Theory X management overshadows Theory Y in such fields as banking (68/44), government (67/38), and transportation (71/49). In contrast, Theory Y predominates in insurance (58/63), sales (61/72), and among executives (57/75).

Table Four

MAP NORMS AND PERCENTILES BY SPECIAL INDUSTRY GROUPS

As of November 1986, more than 1,400 managers and supervisors have gone through the Managerial Assessment of Proficiency. They are employees of some 52 organizations for which an organizational profile was generated. Thus, it is now possible to prepare composite profiles by industry for those industry groups in which Training House has accumulated sufficient data. Our first compilation of industry-group data is shown below.

	Banking 4 orgns. 71 supvsrs.	Education 3 orgns. 41 supvsrs.	Government 4 orgns. 65 supvsrs.	Hospitals 2 orgns. 38 supvsrs.	Insurance 6 orgns. 109 supvsrs.	Manufacturing 7 orgns. 158 supvsrs.	Retailing 2 orgns. 36 supvsrs.	Sales Orgns. 6 orgns. 115 supvsrs.	Service 6 orgns. 114 supvsrs.	Transportation 3 orgns. 46 supvsrs.	Utilities 5 orgns. 128 supvsrs.	Executives 5 orgns. 72 sr. mgrs.
Time Mgmt.	57	60	60	79	71	66	49	59	54	65	66	68
Setting Goals and Standards	42	52	44	48	58	48	52	68	61	55	42	65
Planning & Scheduling	66	71	50	69	58	55	65	70	58	64	55	66
Listening & Organizing	53	61	55	63	62	58	61	67	67	61	64	68
Giving Clear Information	43	62	33	49	59	45	56	70	56	45	50	67
Getting Unbiased Information	50	41	31	49	55	52	40	58	51	38	45	68
Training, Coaching, Delegating	59	65	55	66	56	55	55	67	57	60	52	66
Appraising People	40	61	34	71	59	47	54	65	54	52	51	69
Disciplining and Counseling	53	63	50	73	51	52	56	74	60	58	59	73
Problem Solving	57	77	62	70	78	62	65	71	66	76	70	75
Decision Making	53	62	49	58	59	52	57	59	58	57	58	76
Analytical Thinking	50	46	54	64	65	56	52	59	55	60	55	75
Theory X Parent-Child	68	76	67	62	58	59	59	61	60	71	64	57
Theory Y Adult-Adult	44	60	38	69	63	49	47	72	59	49	55	75
Composite Profile	52	61	49	63	61	54	55	66	58	58	56	70

It is interesting to note that an organization's Theory Y score bears a direct relationship to its overall Proficiency Composite. The correlation, in fact, is .97, as shown on Table Five.

Looking again at Table Three for the two correlations relating to management style, we see a low correlation for Theory X ($r = .46$, with $P = .2$) and a high correlation for Theory Y ($r = .81$, with $P = .01$). Why did we not obtain high correlations on both?

Our discussion of the two r values with senior management revealed a common misconception… one that Douglas McGregor spent his last years trying to clarify: the belief that if a manager is high on Theory Y, then Theory X must therefore be low. The plant manager's ratings of his people showed this to be the case. However, it is possible to be high on both X and Y… or low on both. The relationship is not of necessity an inverse one. As can be seen in our calculation of the X and Y correlations (see page 146), five of the managers were high (70th percentile or above) on both X and Y.

A second explanation of the low correlation on Theory X is equally plausible. Supervisors who hold Theory X and Theory Y cards in their hands will tend to play the X cards in their downward communication with subordinates, and use the Y cards in their upward communication with their manager… especially if the manager's style is Theory Y. Our plant manager, a strong proponent of Theory Y, saw largely Theory Y behavior in his relationships with the supervisors. But the personnel manager, a strong proponent of Theory Y, saw largely Theory Y behavior in his relationships with the supervisors. But the personnel manager could–and did–attest to a significant amount of Theory X behavior in the trenches… behavior that often ended up being resolved in his office!

Since Theory X and Y are constructs (a set of assumptions) rather than competencies, it might be appropriate to explain how we measured these. Throughout the 12 episodes in *MAP*, a total of 45 Theory X statements and 45 Theory Y statements were made by Bill Taylor and his four supervisors in their interaction with others.

For example, at the weekly staff meeting when the group is discussing the feasibility of installing Flextime, Jim asks, "Who sets the hours? The employees themselves? I can see this leading to a lot of abuses." This is a Theory X statement: "We can't trust our employees to behave responsibly regarding their arrival and departure hours." All 90 X and Y statements were interspersed among the multiple-choice items. As participants select these statements to agree or disagree with, they reveal the relative strength of their own management style.

Table Five

CORRELATION OF PROFICIENCY COMPOSITE SCORES ON *MAP* WITH THEORY Y SCORES, BY SPECIAL INDUSTRY GROUP (SIG)

Industry Group	N	*MAP* Comp.	*MAP* Theory Y	Rank on *MAP*	Rank on Theory Y	Differ-ence D	D^2
Banking	71	52	44	11	11	0.0	0.00
Education	41	61	60	4.5	5	.5	.25
Government	65	49	38	12	12	0.0	0.00
Hospitals	38	63	69	3	3	0.0	0.00
Insurance	109	61	63	4.5	4.0	.5	0.00
Manufacturing	158	54	49	10	8.5	1.5	2.25
Retailing	36	55	47	9	10	1.0	1.00
Sales Organizations	115	66	72	2	2	0.0	0.00
Service	114	58	59	6.5	6	.5	.25
Transportation	46	58	49	6.5	8.5	2.0	4.00
Utilities	128	56	55	8	7	1.0	1.00
Executives	72	70	75	1	1	0.0	0.00

$\Sigma D^2 = 9.00$

N = 12

$$r = 1 - \frac{6\,(\Sigma D^2)}{N\,(N^2-1)} = .97$$

Table Six

MAP SCORES OF 13 SUPERVISORS BEFORE AND AFTER TRAINING

	Pre-Training	Post-Training	Gain
Setting Goals and Standards	50	91	82%
Listening and Organizing	59	99	68%
Giving Clear Information	50	95	90%
Getting Unbiased Information	51	94	84%
Training, Coaching, and Delegating	65	90	38%
Making Decisions, Weighing Risk	44	93	111%
Thinking Clearly and Analytically	52	93	79%
Average of the seven competencies that were taught and that are listed above	53	94	77%
Average of the five competencies that were not taught	65	82	26%
Theory X style (parent-to-child)	64	57	-11%
Theory Y style (adult-to-adult)	73	94	29%

Face Validity

We've discussed predictive validity and construct validity. Now let's examine face validity, which refers to the degree to which the episodes, dialogue, and characters seem real to the viewer… the degree to which managers can relate to *MAP*… in a word, the credibility of the instrument.

During the field tests of *MAP*, participants were interviewed after completing the exercise. Their responses to questions that probed the relevance of the episodes and issues they had just seen indicated a high acceptance of *MAP*. "Very lifelike… I've been through many similar situations." … "I saw many reflections of myself in Bill and his supervisors" … "The acting was very convincing, unlike a lot of training films I've seen." Perhaps the ultimate compliment came from a manager who commended us on using actual employees rather than actors "who I can always tell are acting." (The actors enjoyed this one particularly well!)

Reliability

An instrument has reliability to the degree to which it can be relied on to produce the same results if repeated. When we ask how reliable an instrument is, we are asking how self-consistent, how stable, and, therefore, how repeatable the results are.

If we put a thermometer in boiling water three times at one-hour intervals, we expect it to read 212° F each time. If it doesn't, it is not reliable. Indeed, we cannot discuss the validity of an instrument unless we know that its reliability has been established.

There are 3 ways to determine reliability: test-retest, parallel (matched) forms of the instrument, and split half measures. Let's look at each.

Test-Retest

The test-retest method is appropriate for determining the reliability of a thermometer, since it does not change the character of the boiling water into which it is thrust. However, our administration of *MAP* to a group of managers may, indeed, change their character and render the instrument unreliable when we use it to get a second reading on the same individuals. We can expect to see improved performance the second time *MAP* is administered to the same group, even without the intervention of training, due to increased insight, familiarity with the instrument, reduced anxiety, increased focus on process as well as content, and so on.

This proved to be the case at Binney & Smith. Table Six compares the *MAP* scores of the 13 supervisors before and after training. Notice that there was an average gain of 77% on the 7 competencies that were taught; they rose from the 53rd to the 94th percentile. However, they also show a gain of 26% on the 5 competencies that were not taught. Does this mean that on the 77% gain we should attribute one-third of it (the 26%) to increased insight and familiarity rather than to training? Or is it because the episodes presented in *MAP* deal with many competencies simultaneously, and a discussion in class of one competency will lead to the discussion of other competencies that were not selected as part of the course design but that are difficult to avoid addressing because of their similarity. (For example, try teaching problem solving without getting into decision making. Or try to teach performance appraisal without discussing how to set goals and standards of performance. Or time management without goal setting.)

So we are left with this question: To what degree is performance improvement as measured by *MAP* attributable to familiarity with the test versus the acquisition of new behaviors?

Parallel Forms of the Test

The classic answer to this question is to create alternative but equivalent forms of the test, as is done on standardized IQ tests, the Scholastic Aptitude Test, and other paper and pencil instruments. But producing and validating a video-based assessment is enormously expensive, making this option impractical. Thus, we turn to the third method of testing for reliability, the use of split halves.

Split (Matched) Halves

There are two ways of applying the technique of split (matched) halves. One is to split the instrument in half, doing an item analysis and sorting all the items on a given competency into two equal piles so that participants would get the same score on each pile. The other way to apply the split halves technique is to split the test group of managers being assessed into two equal groups, using *MAP* as a pretest with one group and a post-test with the other.

The first technique is impractical since several of the competencies have only 30 multiple-choice items contributing to them (the 12 competencies average about 50 items each). Half of 30 creates too small a sample… the validity of our results might be jeopardized for the sake of reliability.

We were fortunate in having a client that enabled us to apply the second technique—splitting the population—rather successfully. The federal government stipulates that all supervisory personnel must receive 40 hours of supervisory training annually. This is typically conducted over one week, Monday through Friday. Although we had wanted pre- and post-measures of proficiency, it was not appropriate to administer *MAP* to the same people on Monday and again on Friday… too much testing and too little teaching. So we selected two groups of supervisors that were equivalent (matched) with regard to rank (GS ratings), experience, and departments from which they were drawn.

In February we conducted the first cycle for 22 supervisors, using *MAP* on the first day to measure their pre-training competencies. In August we ran the second cycle for 27 supervisors, administering *MAP* on the last day to measure post-training competencies. In both groups we taught the same six competencies. Thus, each group served as its own "control" in that we could compare performance on the six competencies that were taught with the six that were not taught.

The results are shown in Table Seven. As can be seen, there was a significant gain of 64.3% on the competencies that **were** taught and a non-significant decline of 3.4% on the competencies that were not taught. Thus we were able to verify the reliability of *MAP*.

A similar application of the split halves concept in measuring reliability was made when we asked the plant manager and the personnel manager at Binney & Smith to rate their supervisors on their overall proficiency at work. They did this independent of one another, so that we could check the validity of their assessments of their people. The rank order that each generated was then correlated with the performance of their 13 supervisors on *MAP*. The two r values were .76 and .75. Both were significant at P = .01. (We examined the plant manager's ratings earlier in this report—Table Two.)

Summary

The **validity** of *MAP* has been demonstrated, both as an overall measure of a manager's proficiency (Tables One and Two) and as a measure of individual competencies (Table Three). The rank order (rank difference) method of correlation was used to relate performance on the job with performance on *MAP*. The calculations for the correlations for each of the 12 competencies and two management styles appear in the remainder of this report.

The **reliability** of *MAP* has been demonstrated by using the split halves technique of administering the instrument to two matched groups, one as a pretest and one as a posttest, comparing both groups' performance on six competencies that were taught (the "experimental" half) with the six competencies not taught (the "control" half).

Table Seven

MAP SCORES FOR TWO MATCHED GROUPS OF SUPERVISORS: PRE-TRAINING FOR ONE AND POST-TRAINING FOR THE OTHER

	Pre-Training Feb. N = 22	Post-Training Aug. N = 27	Percent Gain
Setting Goals and Standards	39	53	36%
Planning and Scheduling Work	34	49	44%
Getting Unbiased Information	15	48	220%
Appraising People and Performance	24	44	83%
Making Decisions and Weighing Risk	44	51	16%
Giving Clear Information	22	48	118%
Average of the six competencies taught (and listed above)	29.7	48.8	64.3%
Average of the six competencies not taught (and not listed individually)	46.8	45.2	-3.4%
Theory X (parent-to-child)	73	50	-31.5%
Theory Y (adult-to-adult)	22	53	140.9%

Pages 142 through 146 contain the calculations and correlations for each of the 12 competencies and two management styles.

Training House will be pleased to prepare a correlation study for any organization that can provide substantive data on the performance of its supervisors and managers at their work. The methodology is shown on the pages that follow.

The Administrative Competencies

Time Management and Prioritizing

Participant	*MAP* Score	Work Score	Rank on *MAP*	Rank at Work	Difference D	D^2
Arthur	97	MH	3.0	3.5	.5	.25
Becky	14	L	10.5	10.5	0.0	0.00
Charles	14	ML	10.5	8.5	2.0	4.00
Dan	84	MH	6.0	3.5	2.5	6.25
Erica	93	MH	5.0	3.5	1.5	2.25
Fred	73	L	8.0	10.5	2.5	6.25
George	99	MH	1.0	3.5	2.5	6.25
Henry	73	ML	8.0	8.5	.5	.25
Irving	73	M	8.0	6.5	1.5	2.25
Jan	97	M	3.0	6.5	3.5	12.25
Karen	97	H	3.0	1.0	2.0	4.00

N = 11 $\quad r = 1 - \dfrac{6 \; (\Sigma D^2)}{N\,(N^2-1)} = .80$ (P = .01) $\quad \Sigma D^2 = 44$

Setting Goals and Standards

Participant	*MAP* Score	Work Score	Rank on *MAP*	Rank at Work	Difference D	D^2
Arthur	40	MH	6.5	4.0	2.5	6.25
Becky	77	MH	3.5	4.0	.5	.25
Charles	40	MH	6.5	4.0	2.5	6.25
Dan	65	MH	5.0	4.0	1.0	1.00
Erica	31	ML	8.5	10.5	2.0	4.00
Fred	77	M	3.5	8.0	4.5	20.25
George	96	MH	1.0	4.0	3.0	9.00
Henry	8	ML	10.5	10.5	0.0	0.00
Irving	94	MH	2.0	4.0	2.0	4.00
Jan	6	ML	12.0	10.5	1.5	2.25
Karen	8	MH	10.5	4.0	6.5	42.25
Lori	31	ML	8.5	10.5	2.0	4.00

N = 12 $\quad r = 1 - \dfrac{6 \; (\Sigma D^2)}{N\,(N^2-1)} = .65$ (P = .02) $\quad \Sigma D^2 = 99.5$

Planning and Scheduling Work

Participant	*MAP* Score	Work Score	Rank on *MAP*	Rank at Work	Difference D	D^2
Arthur	64	H	5.5	1.5	4.0	16.00
Becky	94	H	2.5	1.5	1.0	1.00
Charles	2	M	11.0	8.0	3.0	9.00
Dan	34	M	9.5	8.0	1.5	2.25
Erica	34	M	9.5	8.0	1.5	2.25
Fred	98	MH	1.0	3.5	2.5	6.25
George	52	M	7.5	8.0	.5	.25
Henry	94	M	2.5	8.0	5.5	30.25
Irving	76	M	4.0	8.0	4.0	16.00
Jan	64	M	5.5	8.0	2.5	6.25
Karen	52	MH	7.5	3.5	4.0	16.00

N = 11 $\quad r = 1 - \dfrac{6 \; (\Sigma D^2)}{N\,(N^2-1)} = .52$ (P = .1) $\quad \Sigma D^2=105.5$

The Communication Competencies

Listening and Organizing

Participant	*MAP* Score	Work Score	Rank on *MAP*	Rank at Work	Difference D	D^2
Arthur	58	M	5.5	3.5	3.5	12.25
Becky	99	HL	1.0	1.0	1.0	1.00
Charles	38	M	9.0	0.0	0.0	0.00
Dan	83	H	4.0	2.0	2.0	4.00
Erica	28	M	11.5	9.0	2.5	6.25
Fred	48	M	7.0	9.0	2.0	4.00
George	38	M	9.0	9.0	0.0	0.00
Henry	96	M	2.0	2.0	0.0	0.00
Irving	58	H	5.5	5.0	.5	.25
Jan	28	MH	11.5	12.0	.5	.25
Karen	92	ML	3.0	5.0	2.0	4.00
Lori	38	MH	9.0	5.0	4.0	16.00

$\Sigma D^2 = 48$

N = 12 $\quad r = 1 \quad \frac{6\ (\Sigma D^2)}{N\ (N^2-1)} = .83$ (P = .01)

Giving Clear Information

Participant	*MAP* Score	Work Score	Rank on *MAP*	Rank at Work	Difference D	D^2
Arthur	53	H	5.0	1.5	3.5	12.24
Becky	70	H	3.0	1.5	1.5	2.25
Charles	22	M	11.0	8.5	2.5	6.25
Dan	40	M	9.0	8.5	.5	.25
Erica	53	M	5.0	8.5	3.5	12.25
Fred	44	MH	7.5	4.0	3.5	12.25
George	82	MH	1.0	4.0	3.0	9.00
Henry	77	MH	2.0	4.0	2.0	4.00
Irving	11	M	12.0	8.5	3.5	12.25
Jan	44	M	7.5	8.5	1.0	1.00
Karen	28	ML	10.0	12.0	2.0	4.00
Lori	53	M	5.0	8.5	3.5	12.25

$\Sigma D^2 = 88$

N = 12 $\quad r = 1 \quad \frac{6\ (\Sigma D^2)}{N\ (N^2-1)} = .69$ (P = .02)

Getting Unbiased Information

Participant	*MAP* Score	Work Score	Rank on *MAP*	Rank at Work	Difference D	D^2
Arthur	34	MH	9.0	2.5	6.5	42.25
Becky	93	MH	1.0	2.5	1.5	2.25
Charles	44	M	8.0	7.0	1.0	1.00
Dan	56	MH	6.0	2.5	3.5	12.25
Erica	69	M	3.5	7.0	3.5	12.25
Fred	69	M	3.5	7.0	3.5	12.25
George	91	MH	2.0	2.5	.5	.25
Henry	16	L	11.0	11.0	0.0	0.00
Irving	56	M	6.0	7.0	1.0	1.00
Jan	56	M	6.0	7.0	1.0	1.00
Karen	23	ML	10.0	10.0	0.0	0.00

$\Sigma D^2 = 84.5$

N = 11 $\quad r = 1 \quad \frac{6\ (\Sigma D^2)}{N\ (N^2-1)} = .62$ (P = .1)

The Supervisory Competencies

Training, Coaching, and Delegating

Participant	*MAP* Score	Work Score	Rank on *MAP*	Rank at Work	Difference D	D^2
Arthur	100	M	1.0	5.0	4.0	16.00
Becky	86	MH	5.5	2.0	3.5	12.25
Charles	52	ML	8.0	9.0	1.0	1.00
Dan	63	MH	7.0	2.0	5.0	25.00
Erica	86	M	5.5	5.0	.5	.25
Fred	98	MH	2.0	2.0	0.0	0.00
George	9	M	11.0	5.0	6.0	36.00
Henry	40	ML	9.0	9.0	0.0	0.00
Irving	92	ML	3.5	9.0	5.5	12.25
Jan	20	ML	10.0	9.0	1.0	1.00
Karen	92	ML	3.5	9.0	5.5	30.25
						$\Sigma D^2 = 134$

N = 11

$$r = 1 \quad \frac{6 \ (\Sigma D^2)}{N\,(N^2 – 1)} \quad = \quad .39 \qquad (P = .01)$$

Appraising People and Performance

Participant	*MAP* Score	Work Score	Rank on *MAP*	Rank at Work	Difference D	D^2
Arthur	66	MH	7.0	1.5	5.5	30.25
Becky	99	MH	1.0	1.5	.5	.25
Charles	66	M	7.0	4.5	2.5	6.25
Dan	66	ML	7.0	9.0	2.0	4.00
Erica	85	M	3.0	4.5	1.5	2.25
Fred	95	M	2.0	4.5	2.5	6.25
George	25	ML	10.0	9.0	1.0	1.00
Henry	78	ML	4.0	9.0	5.0	25.00
Irving	73	ML	5.0	9.0	4.0	16.00
Jan	36	M	9.0	4.5	4.5	20.25
Karen	11	ML	11.0	9.0	2.0	4.00
						$\Sigma D^2 = 110.5$

N = 11

$$r = 1 \quad \frac{6 \ (\Sigma D^2)}{N\,(N^2 – 1)} \quad = \quad .50 \qquad (P = .02)$$

Disciplining and Counseling

Participant	*MAP* Score	Work Score	Rank on *MAP*	Rank at Work	Difference D	D^2
Arthur	100	M	1.0	5.0	4.0	16.00
Becky	95	H	3.5	1.0	2.5	6.25
Charles	46	M	10.0	5.0	5.0	25.00
Dan	95	MH	3.5	2.0	1.5	2.25
Erica	71	M	5.0	5.0	0.0	0.00
Fred	57	M	7.0	5.0	2.0	4.00
George	98	M	2.0	5.0	3.0	9.00
Henry	57	ML	7.0	9.0	2.0	4.00
Irving	46	ML	10.0	9.0	1.0	1.00
Jan	57	ML	7.0	9.0	2.0	4.00
Karen	46	L	10.0	11.5	1.5	2.25
Lori	21	L	12.00	11.5	.5	.25
						$\Sigma D^2 = 74$

N = 12

$$r = 1 \quad \frac{6 \ (\Sigma D^2)}{N\,(N^2 – 1)} \quad = \quad .74 \qquad (P = .1)$$

The Cognitive Competencies

Identifying and Solving Problems

Participant	*MAP* Score	Work Score	Rank on *MAP*	Rank at Work	Difference D	D^2
Arthur	99	MH	3.5	4.5	1.0	1.00
Becky	100	MH	1.5	4.5	3.0	9.00
Charles	56	ML	11.0	12.0	1.0	1.00
Dan	93	M	6.5	10.0	3.5	12.25
Erica	77	MH	8.5	4.5	4.0	16.00
Fred	67	M	10.0	10.0	0.0	0.00
George	99	MH	3.5	4.5	1.0	1.00
Henry	93	MH	6.5	4.5	2.0	4.00
Irving	97	MH	5.0	4.5	.5	.25
Jan	100	MH	1.5	4.5	3.0	9.00
Karen	21	M	12.0	10.0	2.0	4.00
Lori	77	MH	8.5	4.5	4.0	16.00

N = 12 $\qquad \Sigma D^2 = 73.5$

$$r = 1 \quad \frac{6\ (\Sigma D^2)}{N\ (N^2-1)} = .74 \qquad (P = .01)$$

Making Decisions, Weighing Risk

Participant	*MAP* Score	Work Score	Rank on *MAP*	Rank at Work	Difference D	D^2
Arthur	60	MH	5.5	5.50	0.0	0.005
Becky	86	MH	1.5	5.5	4.0	16.00
Charles	60	MH	5.5	5.5	0.0	0.00
Dan	18	ML	10.0	11.5	1.5	2.25
Erica	26	MH	8.5	5.5	3.0	9.00
Fred	70	H	3.0	1.0	2.0	4.00
George	86	MH	1.5	5.5	4.0	16.00
Henry	60	MH	5.5	5.5	0.0	0.00
Irving	10	MH	11.0	5.5	5.5	30.25
Jan	60	M	5.5	10.0	4.5	20.25
Karen	3	ML	12.0	11.5	.5	.25
Lori	26	MH	8.5	5.5	3.0	9.00

N = 12 $\qquad \Sigma D^2 = 107$

$$r = 1 \quad \frac{6\ (\Sigma D^2)}{N\ (N^2-1)} = .63 \qquad (P = .02)$$

Thinking Clearly and Analytically

Participant	*MAP* Score	Work Score	Rank on *MAP*	Rank at Work	Difference D	D^2
Arthur	84	MH	1.5	5.0	3.5	12.25
Becky	76	MH	4.0	5.0	1.0	1.00
Charles	25	MH	9.0	5.0	4.0	16.00
Dan	17	MH	10.5	5.0	5.5	30.25
Erica	76	H	4.0	1.0	3.0	9.00
Fred	84	MH	1.5	5.0	3.5	12.25
George	60	MH	6.0	5.0	1.0	1.00
Henry	76	MH	4.0	5.0	1.0	1.00
Irving	35	M	8.0	10.5	2.5	6.25
Jan	17	M	10.5	10.5	0.0	0.00
Karen	8	M	12.0	10.5	1.5	2.25
Lori	47	M	7.0	10.5	3.5	12.25

N = 12 $\qquad \Sigma D^2 = 103.5$

$$r = 1 \quad \frac{6\ (\Sigma D^2)}{N\ (N^2-1)} = .64 \qquad (P = .1)$$

Your Style and Values

Theory X—Parent-to-Child

Participant	***MAP* Score**	**Work Score**	**Rank on *MAP***	**Rank at Work**	**Difference D**	**D^2**
Arthur	70	L	6.5	11.0	4.5	20.25
Becky	76	ML	4.5	9.5	5.0	25.00
Charles	4	ML	11.0	9.5	1.5	2.25
Dan	60	M	8.5	6.5	2.0	4.00
Erica	49	M	10.0	6.5	3.5	12.25
Fred	76	MH	4.5	3.0	1.5	2.25
George	89	M	2.0	6.5	4.5	20.25
Henry	89	H	2.0	1.0	1.0	1.00
Irving	60	MH	8.5	3.0	5.5	30.25
Jan	89	MH	2.0	3.0	1.0	1.00
Karen	70	M	6.5	6.5	0.0	0.00
						$\Sigma D^2=118.5$

N = 11

$$r = 1 \quad \frac{6 \quad (\Sigma D^2)}{N\,(N^2-1)} \quad = \quad .46 \qquad (P = .01)$$

Theory Y—Adult-to-Adult

Participant	***MAP* Score**	**Work Score**	**Rank on *MAP***	**Rank at Work**	**Difference D**	**D^2**
Arthur	99	H	1.5	1.0	.5	.25
Becky	99	MH	1.5	3.0	1.5	2.25
Charles	30	ML	10.5	9.0	1.5	2.25
Dan	90	ML	6.0	9.0	3.0	9.00
Erica	82	ML	9.0	9.0	0.0	0.00
Fred	20	ML	12.0	9.0	3.0	9.00
George	90	MH	6.0	3.0	3.0	9.00
Henry	98	MH	3.0	3.0	0.0	0.00
Irving	90	ML	6.0	9.0	3.0	9.00
Jan	90	ML	6.0	9.0	3.0	9.00
Karen	90	M	6.0	5.0	1.0	1.00
Lori	30	ML	10.5	9.5	1.5	2.25
						$\Sigma D^2 = 53$

N = 12

$$r = 1 \quad \frac{6 \quad (\Sigma D^2)}{N\,(N^2-1)} \quad = \quad .81 \qquad (P = .02)$$

Managerial Assessment of Proficiency

MAP™

Rationale for Form-S *MAP*

Rationale for Form-S *MAP*

The original, or long version of the *Managerial Assessment of Proficiency*™ was designed to be a two to three day experience, with the first day being entirely devoted to administering the 748-item assessment. Days two and three were used to debrief participants on the meaning of their profiles, and to coach them on the individual developing planning process (IDP). Reports from the field in the last few years communicate that client organizations continue to favor *MAP* as an effective managerial assessment and development tool, but the assessment time required to administer the *MAP* needs to be shortened to avoid the opportunity costs associated with having managers off the job for a full day. In addition, client organizations were also requesting that the assessment be available in a digital format that would permit flexible applications of the *MAP* five-step process.

A review of the response patterns of 2,000 current *MAP* participants resulted in a reduction of content items from 748 items to 266 items. This reduction occurred by eliminating 149 items that had no content value and were originally included as distracter items. Because internal reliability for the items had been established, and because there were approximately 40 items used to measure each content domain or competency, the assessment was split into two equivalent forms. The item pool was further reduced by eliminating those items whose response patterns had participants answering 75% correct or 75% incorrect. These items were no longer providing discriminating data. The revised *MAP* assessment can now be completed in a ½-day session. This format is also being made available for client organizations in digital format for web-based assessment.

Content, Face and Predictive Criterion-Referenced Validity

The revised *MAP* has three types of validity. The first kind answers the question, *"Does* MAP *really measure the knowledge base or content domains of the 12 competencies addressed by the assessment? MAP* measures what the participant knows about the 12 competency domains assessed by the instrument. Content validity was assured by an expert multi-rater panel, which developed the 748 items used in both the revised *MAP* and the original assessment. Specifically, a panel of 10 experts reviewed the answers on each item. Eight out of the ten had to agree on the correct answers and on the competency domain being measured. About one-third of the items were rewritten until these criteria were met. The initial 256 managers who participated in the field tests also served to validate items: items they identified as ambiguous or "trick questions" were redrafted or eliminated. The revised *MAP* is a subset of 266 items from the 748-item pool.

Another type of validity, although less important, is face validity. Put another way, can *MAP* participants relate to the episodes, believe their Profile, and believe the questions asked have meaning? Managers who have been through the *MAP* give the exercise high scores on credibility and perceived relevance.

The third and most important type of validity that the original *MAP* demonstrates is predictive criterion-referenced validity. In other words, managers who do well on *MAP* are also rated as top performers by their respective organizations. Our studies consistently find significant correlations between a manager's performance on *MAP* and his or her success on the job. Prior to publication, *MAP* underwent extensive field tests (validation studies) with over 250 managers and supervisors in a variety of organizations. The Spearman rank-order statistic was used to correlate performance on the job with overall *MAP* competency scores. Eight organizations participated in the original field tests resulting in coefficients ranging from .71 to .90 with an average of .80. Predictive criterion-referenced validity studies for the revised *MAP* have not been conducted to date. Once a sufficient N is achieved in the revised *MAP* database, these studies will be conducted.

Managerial Assessment of Proficiency

MAP™

12 Benefits of Using *MAP/EXCEL*

12 Benefits of Using *MAP/EXCEL*

the MANAGERIAL ASSESSMENT
of PROFICIENCY

TRAINING

- ❑ **Training Needs Analysis**… to determine training needs of supervisors and managers, thereby enabling the organization to invest time and money in training programs that have the best return on investment.
- ❑ **Team Development**… to identify the collective strengths and weaknesses of groups of managers who function as a team and develop action plans for team improvement.
- ❑ **Evaluation of HRD Efforts**… to measure the impact of training and management development by using *MAP* as a pre- and post-training evaluation to assess individual and group improvement.
- ❑ **Targeted Training**… to give trainers a profile of individual strengths and development needs so that courses can be offered on a needs basis with participants attending only those modules necessary.

INDIVIDUAL

- ❑ **Personal Growth**… to enable participants to prepare an Individual Development Plan that outlines the competencies selected for improvement, the actions to be taken, and the support requested.
- ❑ **Career Development**… to assess the competencies and styles/values of employees so that this data can be used as input to discussions and decisions relating to career path alternatives.
- ❑ **Management Education**… to equip managers with an in-depth understanding of the 12 competencies that studies have identified as pivotal to the successful performance of managers in any organization.
- ❑ **Partnership**… to strengthen the relationship between *MAP* participants and their managers as partners in their ongoing growth as they commit to implementing the Individual Development Plan.

ORGANIZATIONAL

- ❑ **TQM and Benchmarking**… to upgrade the quality of managerial performance against norms for the organization and the industry group to which it belongs.
- ❑ **Organization Development**… to profile managerial performance by department, division, function, or other demographics that enable senior managers to strengthen weaker areas of performance.
- ❑ **Succession Planning**… to identify areas of needed managerial development for an individual to successfully move up to the next level in the organization.
- ❑ **Personnel Action**… to provide performance data on key competencies that can help managers to make personnel decisions on promotions, transfers, and team assignments.

Sample Proficiency Profile

DATE 08/14/98

0101-01-02-24-0002	**MARC CASE**		**0% 25% 50% 75% 100%**
MANAGING YOUR JOB	Time Management & Prioritizing		46%
	Setting Goals & Standards		76%
	Planning & Scheduling Work		31%
ADMINISTRATIVE COMPOSITE			**51%**
RELATING TO OTHERS	Listening & Organizing		68%
	Giving Clear Information		69%
	Getting Unbiased Information		23%
COMMUNICATION COMPOSITE			**53%**
BUILDING THE TEAM	Training, Coaching & Delegating		60%
	Appraising People & Performance		54%
	Disciplining & Counseling		79%
SUPERVISORY COMPOSITE			**64%**
THINKING CLEARLY	Identifying & Solving Problems		86%
	Making Decisions, Weighing Risk		52%
	Thinking Clearly & Analytically		47%
COGNITIVE COMPOSITE			**62%**
PROFICIENCY COMPOSITE			
	THEORY X (Parent-Child)		35%
	THEORY Y (Adult-Adult)		45%
	EMPATHIC	41	98%
	CRITICAL	0	11%
	SEARCHING	4	6%
	ADVISING	15	33%
	THINKER	18	8%
	INTUITOR	25	76%
	SENSOR	30	73%
	FEELER	27	79%

n = 1

Managerial Assessment of Proficiency

MAP™

Using the *Managerial Assessment of Proficiency* to Measure Training's Impact

Using the *Managerial Assessment of Proficiency* to Measure Training's Impact

…**three case studies that show how the *Managerial Assessment of Proficiency* was used as a pre-training measure of need and a post-training measure of the impact of a management development program.**

The *Managerial Assessment of Proficiency* is a one-day competency-based, video-driven computer-scored assessment—interpretation, and development planning—exercise. It measures a participant's relative strengths and needs on 12 competencies, two management styles, and eight dimensions of interpersonal communications.

Hundreds of organizations have put the program to various uses to suit their needs. We've listed the major uses below, and will focus on the first two in the three case studies that follow.

- To give supervisors and managers a valid measure of their strengths, weaknesses, and opportunities for development (needs analysis)
- To get pre- and post-training measures of performance of participants (program evaluation)
- To provide data to be used in selection, career planning, skills inventory, succession planning, etc. (personnel action)
- To take inventory of an organization's most precious resource and profile it by department, division, plant, etc. (management audit)
- To identify the collective strengths and weaknesses of groups of managers who function as a team and develop action plans for team improvement
- To upgrade the quality of managerial performance against benchmarks for the organization and the industry group to which it belongs

In each of the case studies that follow, the *Managerial Assessment of Proficiency* was administered before and after a training program. In our first example, a government research and development organization, a 40-hour supervisory training program was run from Monday to Friday. It was not appropriate to schedule the assessment for Monday and Friday of the same week with the same supervisors (i.e., too much testing, too little learning, no lapsed time for transfer of training from class to workplace). Hence, it was run only once with each of two matched groups of participants… as a pretest with one and a posttest with the other.

In the other two cases, the training program was conducted over an extended period—four months and three years. This enabled us to assess each participant twice.

In the first two organizations, the course design contained topics that addressed some but not all of the competencies. This was fortuitous from the standpoint of experimental design… it enables us to use each participant as his/her own "control group." Specifically, the "null hypothesis" would expect us to find no significant difference between pretest and posttest scores on competencies not taught, and significant gains on the competencies that were addressed in the training program. This, indeed, proved to be the case.

Organization: Federal Government (a research and development agency)
Participants: Supervisors at levels GS-7 to Gs-13

This organization provides 80 hours of management training per year for all supervisor personnel. We conducted the first cycle of the year for 22 supervisors, administering the *Managerial Assessment of Proficiency* on the first day. This gave us a measure of pre-training competencies.

We ran another 27 supervisors through the second cycle. This time participants took the program on the last day of training, thus giving us a measure of post-training competence. The two groups of supervisors were equivalent (matched) with regard to rank, experience, and departments represented in the program.

The table below shows how each group scored (in national percentiles). The training program addressed 6 of the 12 *Managerial Assessment of Proficiency* competencies, plus the topic of management style. Thus, we were able to compare pre- and post-training percentiles on the six competencies that were taught with the six competencies not taught. The gain attributable to training is significant: 64% improvement. As might be expected, there is no significant difference between pre-and post-training scores for the six competencies not taught… a –3% difference, thus verifying that the two groups were equivalent for our purposes.

Finally, we observed a dramatic shift in management style in the direction desired by senior management: a reduction in Theory X behavior (parent-to-child relationships) and an increase in Theory Y (adult-to-adult) behavior.

Numbers shown are percentiles against performance of managers across the nation.	**Pre-Course Test in Feb. (N = 22)**	**Post-Course Test in Aug. (N = 27)**	**% Gain**
Setting Goals and Standards	39	53	36%
Planning and Scheduling Work	34	49	44%
Getting Unbiased Information	15	48	220%
Appraising People and Performance	24	44	83%
Making Decisions and Weighing Risks	44	51	15%
Giving Clear Information	22	48	115%
Average of 6 competencies taught (and listed above)	30	49	+64%
Average of 6 not taught (and not listed)	47	45	-3%
Theory X (parent-to-child)	73	50	-32%
Theory Y (adult-to-adult)	22	53	+141%

Organization: Manufacturing (crayons, paints, crafts)
Participants: Supervisors, 1st level through to department head managers

This organization contracted with Training House to conduct a program to improve productivity through the formation of quality circles ("PSI work groups") and the development of teamwork through a more participative style of management.

The program began with participants going through the assessment as a measure of pre-training competence. Half-day workshops were then held once a week (average) for 10 weeks, with 8 of the 10 workshops addressing the competencies that were measured. At the end of the workshop series the assessment was again administered to the 31 participants who completed the program, to measure their post-training competence.

We are thus able to compare their performance before and after training on the eight *Managerial Assessment of Proficiency* competencies that they were taught with the four competencies that they were not taught.

The table shows how the 31 participants score (in national percentiles). As can be seen, the gain attributable to training is significant: 54% improvement. The four competencies measured by the *Managerial Assessment of Proficiency* but not taught showed a slight gain: 3%.

Of particular interest is the shift in management style. The purpose of the program was to develop a more participative style, built on trust and teamwork, with a corresponding reduction in the parent-to-child relationships that undermine a work group's effectiveness. This did indeed occur, as reflected in the reduction of Theory X behavior by 26% and the significant increase in Theory Y behavior by 63%.

Numbers shown are percentiles against performance of managers across the nation.	**Pre-Course Test**	**Post-Course Test**	**% Gain**
Setting Goals and Standards	45	59	31%
Planning and Scheduling Work	49	57	16%
Giving Clear Information	35	60	71%
Getting Unbiased Information	26	63	142%
Appraising People and Performance	29	41	41%
Disciplining and Counseling	50	73	46%
Identifying and Solving Problems	60	80	33%
Making Decisions and Weighing Risk	37	69	86%
Average of 8 competencies taught (and listed above)	41	63	54%
Average of 4 not taught (and not listed)	57	59	3%
Theory X (parent-to-child)	74	55	-26%
Theory Y (adult-to-adult)	38	62	63%

Organization: Manufacturer of high-technology alloys
Participants: 140 managers and supervisors

This organization conducted the *MAP* program as a measurement of pre-training in 12 key competencies and two managerial proficiency styles. Three years later, after workshops on the above subjects, the *Managerial Assessment of Proficiency* was administered again as a post-training measurement with the results shown in the table below. Some significant conclusions:

1. This group of managers and supervisors displayed **average** proficiency at the start of the program (55th percentile). Nevertheless, the gain was a dramatic 27% increase (up to the 70th percentile).

2. As often happens with engineers and technicians, the group scored highest on the 2 "task-handling" clusters of competencies (Administrative: 60, and Cognitive: 59) and lowest on the Communication cluster: 47. The group posted its greatest gain (43%) in the Communication cluster.

3. Their improvement was dramatic in the area where the need was strongest. On "Getting Unbiased Information" (the lowest pre-training score: 45), performance rose to the 79th percentile, a gain of 76%.

4. The company's objective was to move the corporate culture to a more participative, less authoritarian style of management. Their scores reflect a significant change: Theory X (parent-child) style dropped from 46th to 39th percentile, a decrease of 15%, while the Theory Y (adult-adult) style increased from 46th to 80th percentile, an increase of 74%.

Numbers shown are percentiles against performance of managers across the nation.	**Assessment**	**Evaluation**	**% Change**
Time Management & Prioritizing	63	73	+21%
Setting Goals and Standards	59	68	+15%
Planning and Scheduling Work	57	74	+30%
ADMINISTRATIVE COMPOSITE	**60**	**73**	**+ 22%**
Listening & Organizing	51	60	+18%
Giving Clear Information	46	61	+33%
Getting Unbiased Information	45	79	+76%
COMMUNICATION COMPOSITE	**47**	**67**	**+ 43%**
Training, Coaching, Delegating	56	56	0%
Appraising People and Performance	51	61	+20%
Disciplining & Counseling	58	73	+26%
SUPERVISORY COMPOSITE	**55**	**63**	**+ 15%**
Identifying and Solving Problems	53	70	+32%
Making Decisions and Weighing Risk	54	75	+39%
Thinking Clearly & Analytically	69	82	+19%
COGNITIVE COMPOSITE	**59**	**76**	**+ 29%**
PROFICIENCY COMPOSITE	**55**	**70**	**+27%**
Theory X (parent-to-child)	46	39	-15%
Theory Y (adult-to-adult)	46	80	+74%

Managerial Assessment of Proficiency

MAP™

Assessing the Competency of Managers

Assessing the Competency of Managers

To date, Training House has collected data on the performance of over 75,000 managers. This has enabled us to establish norms by industry (banking, retail, healthcare, government, and a dozen other SIC groups) on the performance of their managers against 12 competencies, two management styles, and eight personal values and the behavior patterns they support. Here is a brief description of the assessment technique and the rationale behind it:

- *The Managerial Assessment of Proficiency (MAP)™ is a video-based, computer-scored exercise in which managers watch and interact with a department head and the four supervisors who report to him. After each of the 13 episodes, the video stops and the managers being assessed respond to True/False items. These are then computer-scored, yielding a Proficiency Profile (bar graph) that reflects each manager's strengths and weaknesses. In a subsequent Feedback Session, managers learn how to interpret their Profiles and generate an Individual Development Plan.*

- *MAP measures competencies, not just skills. A competency is a cluster of related knowledge, skills, and attitudes that lead to superior performance in a given area of responsibility. Examples: time management, listening and organizing, getting unbiased information, analytical thinking. (The 12 competencies are listed on a typical Proficiency Profile inside this folder.)*

- *Skills are specific and usually situational. Examples: how to conduct a selecting interview, counsel a problem employee, run a meeting. In contrast, competencies are generic and universal, applying to virtually all managers in their everyday activities. Examples: listening, giving clear information, getting unbiased information. If these are assessed and developed, then managers will be more effective whenever they conduct a selection interview, counsel an employee, run a meeting, or do the hundreds of other activities that draw on their underlying interpersonal communication competencies.*

- *Skills are the tip of the iceberg, the visible part of our behavior that is above the surface. But underlying our skills are the knowledge and attitudes that support those skills. These are the invisible part of the iceberg that are neglected in most assessment/development programs but are essential if permanent performance improvement is our goal. This is why competency-based assessment and training have such a great potential for organizational and individual EXCELlence.*

- *The 12 competencies divide into four major domains of managerial activity:* ***Administrative*** *(Managing Your Job),* ***Communications*** *(Relating to Others),* ***Supervision*** *(Building the Team), and* ***Cognitive*** *(Thinking Analytically). There are three competencies in each of these domains. Two of the domains are the task-handling side of the job (Administrative and Cognitive), while two are the people-handling side (Communications and Supervision).*

Sample Proficiency Profile

DATE 08/14/98

0101-01-02-24-0002	**MARC CASE**	0% 25% 50% 75% **100%**
MANAGING YOUR JOB	Time Management & Prioritizing	46%
	Setting Goals & Standards	76%
	Planning & Scheduling Work	31%
ADMINISTRATIVE COMPOSITE		**51%**
RELATING TO OTHERS	Listening & Organizing	68%
	Giving Clear Information	69%
	Getting Unbiased Information	23%
COMMUNICATION COMPOSITE		**53%**
BUILDING THE TEAM	Training, Coaching & Delegating	60%
	Appraising People & Performance	54%
	Disciplining & Counseling	79%
SUPERVISORY COMPOSITE		**64%**
THINKING CLEARLY	Identifying & Solving Problems	86%
	Making Decisions, Weighing Risk	52%
	Thinking Clearly & Analytically	47%
COGNITIVE COMPOSITE		**62%**
PROFICIENCY COMPOSITE		

THEORY X (Parent-Child)		35%
THEORY Y (Adult-Adult)		45%
EMPATHIC	41	98%
CRITICAL	0	11%
SEARCHING	4	6%
ADVISING	15	33%
THINKER	18	8%
INTUITOR	25	76%
SENSOR	30	73%
FEELER	27	79%

n = 1

Methods of Assessing the Needs of Managers	Advantages	Disadvantages
Survey Research—questionnaire, interview, paper and pencil assessment	• Inexpensive way to reach a large sample (or even the “universe”) • Quick turnaround	• Lacks validity—respondents aren’t qualified to assess their needs • Returns are often not representative
Direct Observation—shopper’s survey, periodic “spend a day with,” incident file	• Objectivity—if the same trained person observes all managers • Real behavior, not representations or reconstructions	• Time consuming, expensive, inconvenient, threatening • Hard to keep it unobtrusive • Labor intensive (one-to-one)
Appraisal by Self/Others—evaluation of performance against descriptions of competencies	• Introspection whets appetite and develops awareness of need • Gets manager’s boss in on the planning of training • Inexpensive, quick	• Tends to measure “wants” rather than true needs • Subjective • Returns are skewed toward favorable ratings
Performance Appraisals—by manager, by clients or users, by committee	• Ties needs to performance • Makes the appraisal a planning session (not just evaluation) • Data already exists	• Often appraisals aren’t related to performance • Documentation (write-up) of appraisals may be lacking • Subjective
Records Check—computer printouts, actual-vs.-goal, documentation (progress reports, status reports, proposals, etc.)	• Data exists and is there for the taking • Objective	• Hard to infer need from the data (we know **who** but don’t know **why**) • Records are lacking on most areas of a manager’s activity
Simulation/Assessment—manager is assessed based on responses to people and situations presented live (assessment lab) or on videotape (case method, simulation)	• Real behavior in response to the same stimulus • Situation specific, measures performance and not knowledge • Much learning by participant • Higher level of acceptance	• Takes longer, requires more effort, costs more

Steps a Manager Takes in Going Through the *MAP* (Assessment) and *EXCEL* (Development)

1. Managers go through the 3½ hour assessment. Responses are scored, thus generating a Proficiency Profile (bar graph, computer printout) showing strengths and weaknesses on 12 competencies, two management styles, and eight behavioral patterns. In addition, a narrative is generated interpreting each of the 12 proficiency scores, with suggestions for improvements.

2. Managers attend a Feedback & Interpretation Session to learn how to interpret their profile and to discuss the implications of the group profile (for the company, division, plant or branch, workshop group, or whatever breakout you desire).

3. Each participant prepares an Individual Development Plan, identifying (a) the competencies, styles, and behavioral patterns to be developed or expanded, and (b) the actions to be taken to accomplish this (e.g., courses, mentoring or coaching, working on a project or task force, self-study, etc.). As input to this step, the HRD unit normally outlines the courses and services that are available within and outside the organization.

4. Participants and their managers review the Individual Development Plan, and come to agreement on the actions to be taken by each party.

5. Managers initiate the actions outlined on the Individual Development Plan. These include participation in training sponsored by the organization, whether through the *EXCEL* series or through other courses.

6. For each course or workshop attended, managers prepare an Action Plan that spells out how the new concepts and skills will be applied back in the workplace. Following each session, participants sit down with their managers and agree on the timetable and the methodology for implementing the Action Plan. This procedure strengthens the partnership between each participant and his/her manager, and affixes the developmental responsibility on the two of them.

   (In many organizations, workshops are offered on those competencies for which the need-demand and the potential impact are great, while other competencies are offered in the form of self-study materials… videocassette and workbook. Larger organizations typically offer all 12 *MAP* competencies via workshop, since the population of supervisors and managers is large enough to assure a sufficient enrollment in all titles.)

7. Upon completing the Individual Development Plan or making significant inroads on it, each manager may be scheduled for a second *MAP* assessment… usually no earlier than six months after the first one and at least a month or so following completion of the organization's training program (so as to assure that we're measuring transfer of training and not immediate recall). This gives both the individual and the organization pre- and post-training measures of proficiency with which to assess the impact of training.

Managerial Assessment of Proficiency

MAP™

Just What Is a Competency?

Competency studies are hot, but be careful out there. You could end up with a long list of "competencies" that are really skills, values or personality traits.

Competency studies are hot, but be careful out there. You could end up with a long list of 'competencies' that are really skills, values or personality traits.

Just What Is a Competency?

(And Why Should You Care?)

BY SCOTT P. PARRY

Recently, a client told me with pride that she had just completed a six-month survey of her company's managers, asking them what competencies were "core" or essential to world-class performance. She planned to use this list as a guideline for recruitment and training. She gave me a copy of her list of 78 competencies and asked if I could suggest any obvious omissions—as if 78 weren't enough.

Thousands of organizations have conducted studies to identify the competencies that are important to success in a given job or cluster of jobs. They apply the results of these studies to recruiting, training, counseling and evaluating employees. Unfortunately, few agree about what constitutes a "competency" in the first place.

A number of people in the business world lately have taken to saying "competency" when they mean nothing other than "skill." They evidently believe that because the former has four syllables, this makes them sound more professional. And when competencies aren't being mixed up with skills, they're being confused with personality traits.

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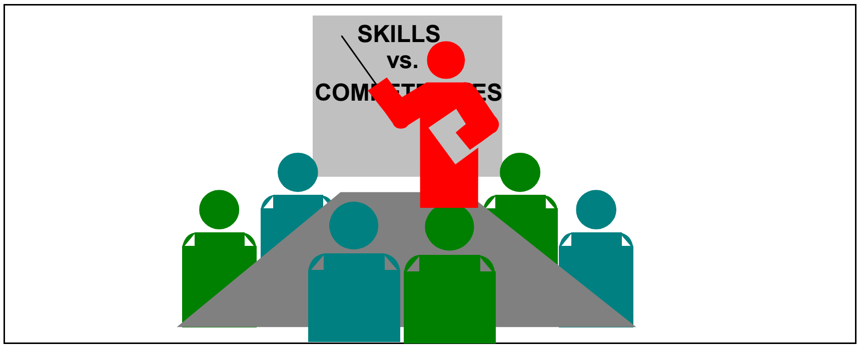
Since most managers (and many trainers) don't know what a competency is, an organization that asks its managers to come up with a list of desired competencies will get a laundry list that mixes competencies with skills, personality traits and other attributes.

Manager's suggestions may not correlate with performance on the job, so the lists they generate may not be very useful to trainers. And attempting to refine such a list becomes a political exercise; that might be one reason my client ended up with 78 core competencies—far too many. Most companies have identified between 10 and 14.

Here are some sample entries from my client's list:

1. Initiative
2. Self-esteem
3. Decisiveness
4. Negotiation
5. Counseling
6. Interviewing
7. Analytical
8. Intuitive
9. Action-oriented
10. Time management
11. Listening
12. Problem solving

The first three entries are *traits and characteristics*. The next three are *skills or abilities* ("how-to-do-it"). The next three are *styles and values* of the fundamental sort that Carl Jung described as "psychological types" (Intuitor, Thinker, Feeler, Sensor). Only the last three are *competencies*.



What's the difference? And is it important? Absolutely.

To sort out the mess, it's easiest to start with traits, then define competencies, then distinguish the latter from skills and styles/values.

Traits and Characteristics

This category consists of personality descriptors and distinguishing qualities. Gray-haired readers will recall that grade school report cards and performance-appraisal forms used to contain lists of traits and characteristics. Here are some common ones:

cooperative	assertive
steadfast	decisive
creative	humble
independent	conforming to policies
ambitious	initiative
committed	team player
flexible	self-esteem
disciplined	

Psychologists know that personality traits are formed early in life; some may even be inherited. Thus, they resist change—that is, training is unlikely to alter them much. In addition, the role of training professionals is to deal with performance, not with personality. Managers are taught that appraisals should focus on performance, not on psychoanalytic explanations of why a person's behavior is what it is. If certain traits and characteristics are important to a job, then recruiters and interviewers might look for these qualities among job candidates during the selection process. But it is not the trainer's job to assess or develop them.

Another problem: There are likely to be contradictions in any lengthy list of traits. It's questionable, for instance, whether a person can be both creative and conforming. Or independent and a team player. Or committed and flexible.

Competencies

So what *is* a competency? It's a cluster of related knowledge, attitudes and skills that affects a major part of one's job (i.e., one or more key roles or responsibilities); that correlates with performance on the job; that can be measured against well-accepted standards; and that can be improved via training and development.

Consider time management, for example. This competency meets all four criteria. But most courses on time management teach it as

By teaching underlying competencies first, you can lay a solid foundation that will enable you to get far more mileage from skills instruction.

a *skill*, concentrating on such things as how to delegate, prioritize, negotiate, say "No" gracefully, make daily "to do" lists and so on. The *knowledge* and *attitude* dimensions are neglected. This is a major reason why time management courses often don't make much difference in the performance of their graduates.

Many erroneous *attitudes* get in the way of effective time management and should be addressed: "Well, it's all got to be done sooner or later." "I can't say no to the boss or a client." "I have no one to whom I can delegate this… Besides, it's quicker if I do it myself." "I shouldn't give anyone an assignment I'm not willing to do myself." All of these beliefs or attitudes are usually false.

Similarly, *knowledge* relating to time management should be addressed. If employees realize they are costing the organization at least twice their salary (factoring in benefits and overhead), they are more likely to look for ways to invest their time wisely.

If a manager understands that the real value of his time is, say, $120 an hour, he has a basis for making assignments and for deciding what should and shouldn't be done. The question is "Would I pay someone $120 per hour to do this assignment?" If the answer is "No," don't do it. Find someone whose meter is running at a lower rate, one you would be willing to pay to get the work done.

Another example of a competency is the ability to get unbiased information. Many skills rely on this underlying competency: interviewing, teaching, researching, running meetings, giving appraisals and so on. Any one of these activities probably doesn't take more than 20 to 30 hours per year of the average manager's time. But that same manager probably spends more than 1,000 hours per year in interpersonal communications. You have at least a 30-to-1 advantage in developing the generic competency of getting unbiased information rather than the specific skills of interviewing or giving appraisals.

I'm not suggesting you do away with the teaching of specific skills. These are also important. But by teaching the underlying competencies first, you can lay a solid foundation that will enable you to get far more mileage from skills instruction… more depth of understanding and transfer of training by your learners.

I would argue that most core *management* competencies are generic and apply to most managers, regardless of function or type of organization. If you look at studies conducted by organizations that know the difference between a competency and a personality trait, the same competencies tend to be mentioned again and again, although the descriptive language may vary.

I believe the most common core competencies for managers can be grouped into four clusters, as follows:

Administrative
- Time management and prioritizing
- Setting goals and standards
- Planning and scheduling work

Communication
- Listening and organizing
- Giving clear information
- Getting unbiased informa tion

Supervisory
- Training, coaching and delegating
- Appraising people and performance
- Disciplining and counseling

Cognitive
- Identifying and solving problems
- Making decisions, weighing risks
- Thinking clearly and analytically

Skills/Abilities

Some skills—welding, comput ing, writing—can be acquired. Others—musical talent or artistic ability—are inborn. And perhaps all skills are some combination of both nature and nurture.

Skills courses often deal with the behavior needed in specific situations: how to run an effective meeting, make a winning presentation, negotiate a win-win outcome, write memos and reports, interview a job applicant, prioritize work.

Skills tend to be situational and specific, whereas competencies are generic and universal. Consider the six skills listed previously. They all depend upon a number of universal competencies:

- Listen, summarize what was said, clarify, restate key points.
- Ask questions that will elicit complete, clear, unbiased responses.
- Evaluate, categorize, problem-solve.
- Give concise, compelling information that achieves its objective.
- Win agreement on goals, standards, expectations and time frames.

These competencies are generic; they apply in many interpersonal situations, not just the six skills listed. In virtually all aspects of face-to-face communication—selling, teaching, disciplining, briefing the boss or client—they would come into play. In other words, there is much more opportunity to apply generic competencies than specific skills—and training in competencies provides for better odds on transfer of learning and better return on the training investment.

Of course, teaching a competency often means focusing on specific skills to illustrate the learning points. For example, consider the competency of eliciting unbiased information. It relies largely on one's ability to use non-directive, open-ended questions. Role-plays might be drawn from many how-to-do-it skills courses—selection interviewing, performance appraisal, coaching and counseling, and so on. But the emphasis is on a generic competency and not on the specific skills used to illustrate it.

Similarly, if you are teaching the competency of setting goals and standards, you may draw from such applied areas as project management, sales forecasting, setting training objectives and so on. Again, these are skills courses, but they illustrate and give learners practice in applying a competency (the goal-setting process) to a variety of situations.

Styles/Values

The ancients believed that "to name it is to know it"—an urge manifested in the seemingly universal need to categorize people. Hippocrates labeled the four personality types Sanguine, Phlegmatic, Choleric and Melancholic, based on biological functions. Carl Jung identified the four types as Intuitor, Thinker, Feeler and Sensor. Larry Wilson's Social Styles Profile described these four as Driver, Expressive, Analytical and Amiable. Ned Herrmann bases his Brain Dominance Assessment on quadrants of the brain: upper left (analytical, problem-solver), lower left (planner, organizer), upper right (imaginative, holistic), lower right (interpersonal, emotional).

Douglas McGregor offered his Theory X (parent-child) and Theory Y (adult-adult) as two sets of assumptions that influence one's management style.

According to Jung, our styles and values are formulated early in life (by age 10), shaped by the environment and authority figures who served as role models, good or bad. Styles and values are often confused with competencies because the two are intertwined: Your proficiency level on different competencies reveals the relative strength of the cards in your hand-—the combination of knowledge, attitudes and skills on each competency. Your styles and values predict how you are likely to play the cards that you hold.

For example, Jennifer and Bill score high (in the 80th percentile on nationwide norms) when assessed on listening. Both are strong in this competency. However, looking at their styles, Jennifer is high in empathy and strong in Theory Y (adult-adult) orientation, while Bill is low in empathy and strong in Theory X (parent-child). Who do you think is likely to listen more effectively?

Another example: Joe scores low on Jung's Thinker (analytical, left brain) and high on Intuitor (creative right brain). This might explain his low score on analytical thinking, his weakest competency. Joe has relied on his intuition and "gut reaction" rather than having to apply logic and think things through in a linear, analytical manner. Here is a case in which a person's style or values influenced the development (or lack of development) of his competencies.

In short, your style will influence the way you *use* your competencies. People who are assessed and trained on the basis of competencies should be helped to understand the relationship between styles and competencies. But the two things should not be confused.

Assessing Competencies

If we want to target our training and development efforts on competencies that are weaker than desired, we need a way to assess an individual's competencies that is valid, reliable, and relatively easy to administer. Three methods are commonly used:

- 360-degree feedback, with ratings by the individual's peers, manager, work group (if a team leader)—in short, anyone who knows the person well.
- Assessment labs, in which the individual being assessed fills a role (a newly appointed supervisor, for instance) and interacts with trained evaluators who fill other roles—bosses, subordinates, and so on.
- Interactive multimedia, where individuals view a series of video episodes, respond to dozens of situations, and are assessed based on their responses.

Until recently, management development programs were typically a patchwork quilt of topics with little relevance and less impact on job performance. Thanks to dozens of competency studies and refinements in assessment and validation techniques, companies can now evaluate a manager's performance by analyzing his or her competencies… and then do something about it.

Sample Profile from the Managerial Assessment of Proficiency

DATE 08/14/98

0101-01-02-24-0002	**MARC CASE**	**0% 25% 50% 75% 100%**
MANAGING YOUR JOB	Time Management & Prioritizing	46%
	Setting Goals & Standards	76%
	Planning & Scheduling Work	31%
ADMINISTRATIVE COMPOSITE		**51%**
RELATING TO OTHERS	Listening & Organizing	68%
	Giving Clear Information	69%
	Getting Unbiased Information	23%
COMMUNICATION COMPOSITE		**53%**
BUILDING THE TEAM	Training, Coaching & Delegating	60%
	Appraising People & Performance	54%
	Disciplining & Counseling	79%
SUPERVISORY COMPOSITE		**64%**
THINKING CLEARLY	Identifying & Solving Problems	86%
	Making Decisions, Weighing Risk	52%
	Thinking Clearly & Analytically	47%
COGNITIVE COMPOSITE		**62%**
PROFICIENCY COMPOSITE		

THEORY X (Parent-Child)		35%
THEORY Y (Adult-Adult)		45%
EMPATHIC	41	98%
CRITICAL	0	11%
SEARCHING	4	6%
ADVISING	15	33%
THINKER	18	8%
INTUITOR	25	76%
SENSOR	30	73%
FEELER	27	79%

n = 1

Managerial Assessment of Proficiency

MAP™

Measuring the Mettle of Managers

Measuring the Mettle of Managers

by Scott B. Parry

…a report on the results of a fifteen-year study of the competencies, styles, and values of 62,841 managers in 500-plus organizations. The data is displayed according to six variables: industry, rank, education, gender, style and culture. The assessments took place in 17 countries and were conducted in five languages.

Training House, Inc., 22 Amherst Road, Amherst, MA 01002
Phone: 800-822-2801 Fax: 413-253-3490
www.traininghouse.com

Proficiency Profile

Shown below is a sample of the bar graph that each manager receives after going through the Managerial Assessment of Proficiency. Percentiles show how Mark Case's competencies, styles, and values compare with 62,841 managers in the database. Percentiles can also be generated by industry group, by country, or by any other subgroup of 500 or more managers.

DATE 08/14/98

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Measuring the Mettle of Managers

by Scott B. Parry, Ph.D.

During the past 15 years I've been privileged to assess the competencies, styles, and values of more than 60,000 managers in 500-plus organizations spread over 17 countries. I used a six-hour interactive video that makes use of case method and simulation,* and yields scores on 12 competencies, two styles, and eight values. These scores can then be generated showing how managers perform by industry (SIC code), rank, education, gender, style, and culture.

My purpose in this article is to share this data and its interpretation. First we'll examine the assessment process and describe how the instrument was validated. Then we'll look at the data generated for each of the subset variables noted above. Finally, we'll conclude with a dozen insights that 62,841 managers have taught us.

The Assessment Process

The 1980s saw a number of leading corporations undertake studies to identify the competencies and attributes that are important to the performance of managers. IBM, AT&T, Ford, Kodak-and AMA came up with very similar managerial competencies. We selected 12 of the most frequently mentioned competencies, and arranged them in four clusters and two broad categories: task-handling (left column) and people-handling (right column).

Administrative (*Managing Your Job)*

Time Management and Prioritizing
Setting Goals and Standards
Planning and Scheduling Work

Communication *(Relating to Others)*

Listening and Organizing
Giving Clear Information
Getting Unbiased Information

Cognitive *(Thinking Clearly)*

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

Supervisory *(Building a Team)*

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

For each competency, we generated a list of effective and ineffective behavior that was then scripted for interactive video into 13 episodes comprising a week in the life of a department head, his four supervisors, and members of their work groups. After each episode, the videotape stops and the managers being assessed respond to True/False items that are then computer scored and converted into percentiles on each of the competencies and styles. Each manager receives a personal and confidential report identifying strengths, weaknesses, and recommended actions.

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*The Managerial Assessment of Proficiency (*MAP*), from Training House, Amherst, MA.

Validating the Assessment

Before making the assessment available to clients, we validated the instrument in 11 organizations. Managers were selected to cover the full range of proficiency at work from excellent to below average. Working independently, three senior managers assigned ratings on a five-point scale to each manager being assessed, thereby establishing a rank order.

A total of 253 managers from 11 organizations went through the video-based assessment. Their overall proficiency percentiles (average of the 12 competency scores) were compared with their senior managers' ratings of their performance at work, using the Spearman rank order correlation analysis.*

Correlations were gratifyingly positive, ranging from .71 to .92. This confirmed the fact that:

(a) The competencies that we assessed enable us to discriminate between high performing managers and their less effective counterparts,

(b) The assessment instrument can therefore be used as a predictive index of one's performance on the job,

(c) The process constitutes a finely honed needs analysis for identifying training and development opportunities.

We've been discussing construct validity, which can be measured by the degree to which our assessment data agrees with the actual performance of managers at work. But participants are also concerned with face validity, the degree to which they can identify with the video episodes and accept their proficiency profile as accurate. On the post-assessment evaluation sheet, 92% said they had no difficulty relating to the episodes, and 86% said that the scores they received were probably accurate.

A further look at our list of 12 competencies will confirm that they can all be improved via training. This is in contrast to the characteristics, qualities, and attributes that appear in some organizations' lists of competencies… self-confidence, initiative, flexibility, ambition and so on. These are personality traits, not competencies. They are typically formed early in life and, short of clinical intervention, are not subject to significant change through participation in a training program. We restricted our assessment to competencies that can be developed through training.

Now let's examine the data to see what we can learn from the performance of 62,841 managers. We'll look at six variables: industry, rank, education, gender, style, and culture.

Gender

Do male or female managers perform better when they have the same rank and hold the same type of jobs? To answer this question, we compared the scores of 1,700 human resource managers who are directors of personnel and/or training: 850 males and 850 females. Both groups scored 63 as their proficiency composite, indicating that the groups were matched, without a significant difference in their overall proficiency.

However, on individual competencies, styles, and values, there are gender differences. (Whether these are genetic or socially conditioned we may never know.)

Females scored higher on Listening and Organizing (61 vs. 57), on Giving Clear Information (69 vs. 64), on Theory Y, Adult-Adult (67 vs. 63), on Empathy (64 vs. 54), and on Feeler (of Carl Jung, 62 vs. 58).

Males scored higher on Theory X, Parent-Child (44 vs. 39), on Critical response style (47 vs. 37), and the Advising response style (46 vs. 38), and on Thinker (of Carl Jung, 44 vs. 35).

Style

We made use of paper-and-pencil (non-video based) assessments to measure the personal style (Carl Jung's four "psychological types") and the communication style (empathy, critical, searching, and advising). Although the scores ranged widely from one manager to another, the averages from one country to another were very close.

Let's look first at the range of Jung's four types across 17 countries. This assessment had 100 points. Thus, a manager whose four styles are equally strong would receive 25 points on each. Here are the ranges:

Style or Type	Lowest Score	Highest Score	Average
Thinker	25	29	25.75
Intuitor	19	23	21.60
Sensor	25	28	26.80
Feeler	22	26	24.00

These numbers indicate that managers are strongest in the two left-brain styles, Thinker and Sensor, and weakest in their right-brain styles, Intuitor and Feeler. This is true regardless of industry, rank, education, and culture. A gender difference did show female managers to be stronger on Sensor and Feeler, and weaker on Thinker and Intuitor.

Now let's look at the range of scores on the four communication styles across 17 countries. This assessment had 60 points. Thus, equal strength in all styles would yield a score of 15 each.

Style	Lowest Score	Highest Score	Average
Empathic	12—India, Malaysia	21—Australia	16.00
Critical	3—Australia	10—Taiwan	6.75
Searching	14—Indonesia, Panama, South Africa	19—India	16.50
Advising	16—Mexico	21—Malaysia, Indonesia, Zimbabwe	18.67

Managers seem to be most comfortable giving advice (18.67) and least comfortable criticizing (6.75). Although there are fewer points on this assessment than on the prior one (60 vs. 100), the differences across countries are greater. This reflects the fact that Jung's four "psychological types" are universal and global, whereas a manager's communication style is strongly influenced by cultural factors.

Although management style (Theory X and Y) was measured by the participant's reaction to 45 parent-child and 45 adult-adult comments made on the videotape (as reported in our discussion of Industry norms), the four scores generated by the communication styles exercise give us another opportunity to assess a manager's style. Indeed, how we communicate may well be the most telling indicator of our management style.

Doug McGregor identified two types of Theory X managers: Soft X (nurturing, advising) and Hard X (judgmental, critical). Thus, the sum of one's Critical and Advising scores on the communication assessment indicates the strength of one's parent-child style. Similarly, by combining the two scores on Empathic and Searching we can obtain a measure of one's Theory Y adult-adult style. This ratio can then be compared with the score obtained by the manager's response to the 90 style-based comments on the videotape.

The Critical score shown in the table is much lower than the other three styles. This is explained by the fact that managers tend to be critical when they are angry or emotionally upset, a condition that occurs at work but not when going through the interactive video.

Industry

The organizations whose managers were assessed fell into 12 industry groups. No group had fewer than 1,000 managers, so the resulting scores can be analyzed with confidence in their validity. The industry groups are listed in the following table, in order of their level of performance, from highest to lowest. All numbers are percentiles, and 50 is an average percentile for any large normally distributed group.

Industry	Overall Proficiency	Theory X	Theory Y
Education	56	59	59
Chemical	56	43	56
Insurance	56	49	55
Health Services	55	51	59
Communications	53	46	53
Financial Services	53	54	53
Services	53	57	52
Utilities	53	56	49
Manufacturing	52	52	51
Government	51	53	48
Retail	50	49	46
Transportation	42	64	37

The interactive video measures management style as well as competencies. During the 13 episodes, the department head and his supervisors make comments that reflect Theory X (parent-to-child) and Theory Y (adult-to-adult) attitudes toward employees, 45 points for each. This enables us to generate the percentiles shown in the last two columns. (**Note:** Because these are percentiles and not percentages, there is no reason for the two numbers to add up to 100. A manager can be high in both or low in both.)

Notice that the more proficient industry groups (the top four) are strong in Theory Y beliefs, while the less proficient groups (the bottom four) prefer a Theory X style of management.

With regard to their scores on the 12 competencies, the majority of industry groups scored highest on Planning and Scheduling Work (average 57) and lowest on Thinking Clearly and Analytically (average 45).

Rank

Does rank correlate with a manager's performance? Should senior managers do better than middle managers or first-level supervisors? Participants indicated their rank in one of four categories. This enabled the computer to generate a proficiency composite for each level of management, as shown in this table.

Rank	Size of Population	Proficiency Composite	Percent of Population
Senior Managers	4,427	58	7%
Middle Managers	18,479	54	30%
First-Level Supervisors	26,355	48	44%
Professional/Technical	11,335	51	19%

Senior managers do, indeed, perform better (58) than middle managers (54), who perform better than first-level supervisors (48). Of interest is the fact that professional and technical employees who have no direct reports are more proficient (51) than first-level supervisors, largely due to their higher level of education, as explained in the next section.

Education

Participants were asked to indicate the highest level of formal education they successfully completed. The results are shown in the table below.

Highest Level of Education	Size of Population	Proficiency Composite	Theory X	Theory Y
Post-graduate degree (MBA, MS, Ph.D., etc.)	13,318	59	48	60
College Degree	29,302	53	54	53
High School diploma	16,827	43	60	43
Less than High School Diploma	855	28	67	26

Evidently education has more influence than rank on a manager's proficiency. It also has a direct correlation on one's managerial style. Managers with advanced degrees favor adult-to-adult relations with their staff, while managers who have not completed college tend to deal with others on a parent-to-child basis (i.e., carrot-and-stick inducements rather than reasoning and logic).

Culture

More than 13,000 foreign managers have been assessed to date. The interactive video is available in seven languages, thus giving us performance data from 17 countries, as shown in the following table. Of particular interest is the prevailing management style and the degree to which it reflects a country's culture (first 2 columns). Also of interest is the degree to which a country is stronger in the six Task competencies than of the six People competencies (last two columns).

The Blake-Mouton "managerial grid" taught us that the two concepts, task and people, should be balanced. And for most countries the two scores are quite close. However, five countries show a marked preference for task-handling competencies. They are: Brazil, Columbia, Indonesia, India, and South Africa.

COUNTRY	# of Managers	Parent/Child THEORY X	Adult/Adult THEORY Y	Proficiency Composite	Six TASK Comp.	Six PEOPLE Comp.
USA	**50,017**	52	56	**56**	56	56
CANADA	**1,676**	42	58	**55**	56	54
AUSTRALIA	**482**	51	57	**51**	51	50
UNITED KINGDOM	**480**	58	62	**57**	57	56
MEXICO	**2,762**	59	13	**22**	24	21
BRAZIL	**30**	65	49	**42**	45	40
COLOMBIA	**30**	59	49	**40**	44	35
JAMAICA	**160**	57	36	**46**	46	47
PANAMA	**241**	56	36	**40**	40	40
INDONESIA	**90**	67	23	**27**	30	23
SINGAPORE	**384**	70	50	**46**	46	45
MALAYSIA	**721**	63	29	**32**	33	31
PHILIPPINES	**218**	57	34	**34**	35	33
TAIWAN	**4,256**	72	48	**46**	47	45
INDIA	**161**	63	41	**47**	53	41
SOUTH AFRICA	**1,562**	68	42	**39**	42	36
ZIMBABWE	**115**	78	37	**41**	41	40

The middle column, titled Proficiency Composite, shows the average of 12 competencies for each country. How does a country's overall proficiency relate to its preferred management style? Do countries with lower proficiencies show a significant preference for a Theory X style of management? To answer this we listed the nine countries whose proficiency composites were the lowest: 42 and below. We then compared their rank order with the differences between their X and Y scores, also arranged in rank order so that we could calculate the Spearman correlation coefficient.

To illustrate graphically what we did statistically, look at the four lowest Proficiency Composites: 22, 27, 32 and 34. For these four countries, the difference between the X and Y scores is 46, 44, 34 and 23, with X always being greater. In other words, the lower the proficiency of a country, the greater its preference for parent-child relationships over adult-adult ones between managers and employees.

Our Spearman correlation of .69 confirmed this preference. Countries with weaker competencies prefer Theory X. Similarly, countries with stronger competencies (the top four on our list) prefer Theory Y. But is this because they are more competent, or do cultural factors explain the style preference?

Four countries got proficiency composites in the high 40s: Jamaica, Singapore, Taiwan, and India. Although these scores are close to the 50^{th} percentile (which is average), the management style shows a marked preference for parent-child relationships. When we look at the culture of these countries, we can see that management style reflects deeper values that are centuries old: respect for authority, obedience, dependence (rather than independence), honoring of parents and elders, conformity. These values are rooted in the cultures of Asia, and help us to understand why parent-child behavior is so prevalent in both the nurturing (Soft X) and the judgmental (Hard X) forms.

Conclusions

1. Education is the factor that most influences a manager's levels of proficiency on 12 competencies… more than experience.

2. Similarly, education is the factor that most influences one's style. Managers with advanced degrees prefer Theory Y to Theory X. Those with college degrees are about equal on X and Y. Those with only High School prefer X.

3. Management style is predominantly Theory X (parent-child) in industries that are heavily regulated (utilities, transportation) and that do not require higher levels of education (retail, services). Theory Y (adult-adult) style predominates when the opposite conditions are true.

4. Theory Y style is favored in the USA, Canada, the UK, and Australia. All 13 other countries favor Theory X. In general, the less developed a country, the stronger the preference for the parent-child style of management.

5. The greater the gap between high Theory X and low Theory Y scores, the lower will be the proficiency composite on the competencies. Strong Theory Y (adult-adult) managers perform better than strong Theory X (parent-child) ones.

6. Proficiency correlates directly with levels of management. Senior managers (58) do better than middle managers (54), who do better than front-line managers (48).

7. All managers are stronger in the Administrative (54) and Supervisory (51) competencies, and weakest in the Communication (49) and Cognitive (50) competencies. The gap widens as the education level drops.

8. All countries are stronger on the six task-related competencies than on the six people-handling ones with the exception of the USA, Jamaica, and Panama.

9. The managers of most developing countries score in the 40s, about 5–10 percentile points below the USA, Canada, and the UK. This is largely due to lower educational levels of managers and to cultural differences.

10. All countries are showing a shift, just in the past decade, toward adult-adult relationships in the workforce (team building, empowerment, employee involvement).

11. Jung's four "psychological types" appear to be global in that their distribution across populations of managers appears to be similar from country to country with Thinker and Sensor being stronger and Intuitor and Feeler being weaker.

12. In contrast, a manager's communication style is strongly influenced by cultural factors. Most managers prefer Advising and Searching (asking questions) to Critical and showing Empathy.

The Twelve *MAP* Competencies

1. Time Management and Prioritizing

Ability to manage time, both your own and others'. Includes such skills as: negotiating priorities; exercising self-discipline; controlling interruptions by shaping the behavior of others whose priorities are not your own; being time-effective versus time-efficient.

2. Setting Goals and Standards

Ability to manage activities and projects toward measurable goals and standards, setting these jointly with others so as to develop their understanding and commitment. Includes the following skills: distinguishing among wishes, activities, and quotas; reducing barriers to the goal-setting process; evaluating goals against the major criteria of effective goal setting; using goals to motivate.

3. Planning and Scheduling Work

Ability to manage projects (one-time programs) and processes (ongoing work flow) by applying the major tools and techniques of management. Includes the following skills: analyzing complex tasks and breaking them into manageable units; selecting and managing resources appropriate to the tasks; using systems and techniques to plan and schedule the work; setting checkpoints and controls for monitoring progress.

4. Listening and Organizing

Ability to understand, organize, and analyze what you are hearing so as to decide what to think and do in response to a message. Specifically, includes such skills as: identifying and testing inferences and assumptions; overcoming barriers to effective listening; summarizing and reorganizing a message for recall; withholding judgment that can bias your response to the message.

5. Giving Clear Information

Ability to assess a situation, determine the objectives, and give clear, concise, well-organized, convincing messages that will best meet the objective. Includes the following skills: overcoming physical, psychological, and semantic barriers in our interactions with others; keeping on target and avoiding digressions; using persuasion effectively; maintaining a climate of mutual benefit and trust.

6. Getting Unbiased Information

Ability to use questions, probes, and interviewing techniques to obtain unbiased information and to interpret it appropriately. Includes such skills as: using directive, non-directive, and reflecting questions effectively; employing the funnel technique of questioning; using probes to elicit additional information; recognizing latent and manifest meanings; confirming understanding and obtaining agreement.

7. Training, Coaching, and Delegating

Ability to develop people. Includes the following skills: selecting the right people; reaching agreement on plans for action; keeping a balance between input and output; transferring responsibility to the employee; giving feedback effectively; providing appropriate rewards.

8. Appraising People and Performance

Ability to carry out a constructive performance appraisal involving joint evaluation of past performance, agreement on future expectations, and development of a plan to see that these expectations are met. Also, the ability to give effective feedback on an ongoing basis.

9. Disciplining and Counseling

Ability to provide counseling and discipline in a positive manner… to restore the employee's performance to within the accepted standards or norms without loss of face (respect, trust) on anyone's part… to get the employee to accept responsibility for correcting the deviation within agreed-upon time frame… and to reinforce the employee for improved performance (or take the appropriate action if no improvement occurs).

10. Identifying and Solving Problems

Ability to identify barriers that keep you from achieving your goals and standards, and apply a systematic set of procedures to eliminate or reduce the causes (root problems). Includes such skills as: distinguishing between symptoms and problems; collecting and weighing evidence relating to causes; and implementing the most appropriate course(s) of action.

11. Making Decisions, Weighing Risk

Ability to construct a decision matrix that helps to examine options; identify limits, desirables, and risks to be considered; assign weights to each alternative; and select the best option for meeting the desired goals and standards.

12. Thinking Clearly and Analytically

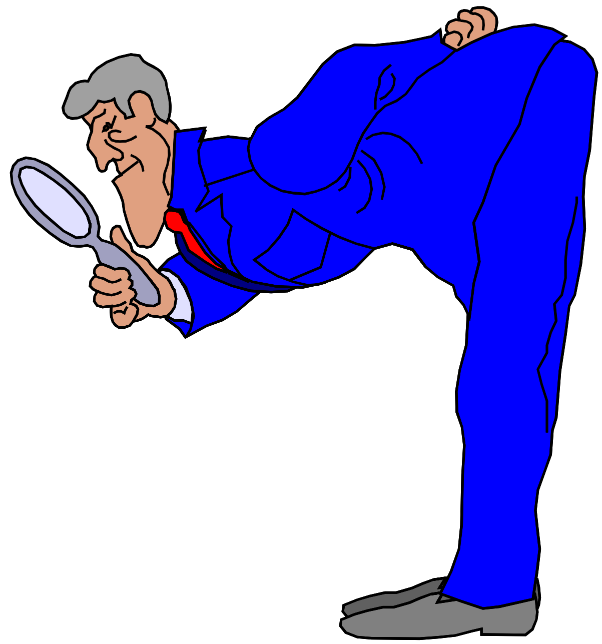
Ability to apply logic and think clearly so as to effectively interpret situations and information before deciding what actions to take. Includes the following skills: identifying valid premises and drawing logical conclusions from them; separating fact from inference and assumption; using inductive and deductive logic effectively; recognizing fallacies, false premises, and generalizations based on insufficient evidence.

Managerial
Assessment of
Proficiency

MAP™

How to Validate an Assessment Tool

The short answer is, 'correlation analysis.' But statistics ain't the half of it.



HOW TO VALIDATE AN ASSESSMENT TOOL

By SCOTT B. PARRY

You want to get a handle on the aptitudes of job applicants or the strengths and weaknesses of certain managers already on staff or the way employees feel about the company. So you plan to buy or create an assessment instrument—a measuring tool of some sort. Question is, how do you know if this instrument is accurate, if it measures what it's supposed to measure?

Not many years ago, testing became a dirty word in the workplace, largely because of concern that an instrument might discriminate against protected groups; it might be culturally biased, it might rely heavily on verbal skills to assess nonverbal behavior and so on. Human resource specialists grew wary of using assessments to generate data relating to hiring, promoting and other personnel actions.

Yes, some instruments were biased and should not have been used. Others suffered from an equally serious shortcoming: They weren't valid. They didn't measure what they were supposed to. (Even some that had been "validated" weren't valid.)

Times have changed. Assessment tools have staged a comeback. Today assessment routinely plays a key role in HR processes such as recruitment, succession, transfers and career planning. And it lies right at the heart of human resources *development* (HRD), both as a pre-training measure of the gap between present and desired behavior (needs analysis) and as a post-training measure of impact.

Two factors in particular account for our realization that, in our haste to abandon tests for fear of their adverse impact, we perhaps had thrown the baby out with the bath water.

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One is that behavioral psychology and psychometrics have come of age. We know much more today about how to create tests that measure what we want to know. We've moved from personality inventories and lists of adjectives to situational assessments that are more relevant and less likely to be "psyched out" by the person being assessed. In short, we're much more sophisticated in our ability to create valid instruments.

The second factor is that we now know how to validate an instrument and establish with statistical confidence just how well the assessment is doing its intended job. The method is called correlation analysis and—fasten your seat belt—this article is going to walk you through it.

First, however, we'd better examine the objectives and methodology of assessments. There's no sense taking time to validate an instrument that doesn't meet some basic design criteria. We'll look at five steps that apply in creating or selecting an assessment. Then we'll see how to correlate the data that our assessment yields with "real world" performance data, thereby determining the validity of our instrument.

Rough Start

First, a disillusioning reality. In the physical sciences, there is typically universal agreement on what it is that a given instrument is supposed to measure: the speed of light, the boiling point of water, the atomic weight of an element. The physical scientist can test a new instrument by correlating its readings against well-established standards.

In the soft and fuzzy world of the behavioral sciences, however, there is often no objective standard against which we can correlate an assessment instrument. For example, at least a dozen "climate surveys" are available on the market, assessing the attitudes of employees toward their work, their managers, the company's environment and so on. How can we tell if any of these are valid? We can't even ask, "Will the real climate please stand up?" because there *is* no "real climate." For some of these surveys, what we're measuring is how a number of employees respond to the survey designer's definition of climate, which is reflected in the way the items are worded on the survey.

The problem was summarized nicely by Milton G. Smith in a 1965 text, *A Simplified Guide to Statistics for Psychology and Education*: "Validity is not as easy to pin down as reliability. The difficulty lies in finding a suitable criterion of what the test is trying to measure outside of the test itself, against which the test may be checked by correlation."

Are we doomed from the start? No, but we have some work on our hands. Our first task is to pinpoint the specific actions or responses that we will accept as evidence of what we want to measure. In short, we must define what we mean by organizational climate.

Thus, if we want to assess the "healthiness" of an organization's climate, we cannot design, select or validate a survey instrument until we first define what we mean by a good climate. Maybe the elements of a good climate would include clear goals, an attractive vision of the future, supportive working relationships, and opportunities to grow and advance. Validity will be based on whether we accept the items in the surveys as valid measures of the attributes contained in our definition of climate. Let's call this "content validity."

But perhaps we haven't the time or the experience to define climate. In that case, we might ask several suppliers of such surveys to tell us what attributes of climate their instruments measure. Then we examine the questions to see if there is content validity, and purchase or reject their instruments accordingly.

Let's take another example. Suppose we want to assess employees' ability to write good memos, letters and reports. One approach would be to identify the good and poor writers in the organization, and to see what the difference is between them. But how did we know the good writers from the poor writers to begin with? Perhaps we already had some criteria in mind. Or maybe we were operating on gut feelings: "I know one when I see one, but don't ask me why." Either way, we must reach agreement on the attributes of good writing, which could include descriptions such as crisp, lean, to the point, high readability, logical, good flow and sound organization.

But these qualities are subjective. Could five people independently rank-order an assortment of letters, memos, and reports from "best written" to "worst written" with a high degree of consistency? Probably not. Thus, we must take these subjective qualities and convert them to objective, measurable criteria. We must pinpoint the specific attributes we will accept as evidence of good writing. For instance: sentence length averaging no more than 17 words; no more than four sentences per paragraph; topic sentences to start paragraphs; colorful, gusty words; active voice rather than passive; and at least 60 percent of the words are one-syllable words.

Methodology

Now we know the criteria by which we'll assess a person's writing skill. But what methodology will we use? Shall we have people complete a multiple-choice test that asks questions about sentence length, quantity of one-syllable words and so on? Certainly not. This is academic stuff, and good writers probably don't know the proper numbers and percentages any better than poor writers. In other words, there is little correlation between our employees' knowledge of readability guidelines and their skill in writing effectively.

Therefore, our instrument should get our subjects into the process of writing, either vicariously, by reacting to examples, or actually, by writing a document. Obviously vicarious responses will be easier for us to evaluate than actual ones, since we can provide multiple choices and other more limited response modes that are easier to score. But reacting to writing is not as valid a measure of one's writing skill as is writing itself.

That's the trade-off inherent in any assessment. Suppose we want to evaluate the ability of supervisors to conduct a legal, effective selection interview. The ideal assessment might be a role play in which the supervisor must interview an "applicant," a highly trained assessor who gives standardized information and responses. The applicant can then evaluate how well the supervisor handled each situation. This is the methodology of an assessment lab (or assessment center). But is it practical in our case? Affordable? Acceptable to our supervisors? Cost-effective? Maybe not.

And so we settle for an alternative method. We give the supervisor a videotape and/or the printed script of a selection interview, then ask questions that elicit evaluative reactions to the interviewer—reactions we hope will correlate with the supervisor's ability to conduct such an interview. I say "we hope" because we have just made the trade-off between vicarious and actual, between having our subject respond (in a role play) vs. react to someone else's responses in a video or script. The nearer our assessment methodology is to reality, the more likely we are to get the validity we seek. “Doing” is almost always a better indicator that “evaluating” or “analyzing.” But “doing” may not be practical, acceptable, or cost effective.

Also, we have to be careful when deciding what it is we really want people to do. Consider the earlier example in which we listed the characteristics we would accept as evidence of good writing. Were you comfortable with our definition of effective writing, based on elements of readability? Or should we have defined it as “writing that achieves its objective with the least effort on the reader’s or writer’s part”? Fact is, we defined the mechanics of writing, not the results.

If we want to assess writing by its ability to produce results, then we might have to undertake research to find the people whose last 10 letters or memos produces the desired results (in other words they persuaded their readers to do something) 90 percent of the time, or 80 percent or whatever. Then we would try to find the specific characteristics of the writing that accounted for this success—the attributes that distinguished effective memos from those that failed to persuade readers to take the desired action.

Most likely, an assessment instrument that we build or buy to measure the attributes we uncover in this way will still focus on the “mechanics” of good writing: shorter sentences, active voice and so on. But now we’ll have greater confidence that the instrument will provide a valid measure of a writer’s ability to provoke the desired response from the reader.

So we create an exercise, vicarious or creative, in which the people we’re assessing must evaluate or rewrite or respond to the examples of writing we provide. And we build into it examples that illustrate good and poor application of the attributes we pinpointed earlier.

Five Steps

Let’s summarize the procedure we’ve outlined so far. Our examples were drawn from three areas: a climate survey, selection interviewing and business writing. For the first one, we wanted to measure attitudes; for the latter two, we wanted to assess knowledge and skills. But the same principles apply to the purchase or development of assessments in many areas of HR and HRD. Here are the five steps we discussed:

1. *Identify the purpose of the assessment.* We want to evaluate behavior on a continuum from excellent to unacceptable. Why? To help us make some specific decisions about hiring, about transfers, about the gap between actual and desired behavior, about the impact of training or whatever.

2. *Specify the actions that discriminate between excellent and unacceptable performance*. These are the criteria that Robert Mager, in his classic book *Preparing Instructional Objectives*, taught us to spell out before instructing or assessing anyone. These are the *means* that should help our people perform well.

3. *Determine the real-world behavior against which you will validate the assessment.* For writing, it’s the ability to write in a way that gets the desired results from the reader. For selection interviewing, it’s the supervisor’s record of hiring and retaining high performers. These are the *ends* by which we measure how well our people perform.

4. *Select the appropriate methodology for assessing behavior.* We looked at *surveys* for evaluating attitudes, *tests of knowledge* (which we discarded for writing skills), *vicarious assessment* (script analysis, case method), and *creating* via simulation (role play,

assessment lab, writing a letter). There are other methods of assessment, but these four alone will carry us a long way.

5. *Develop or buy the assessment instrument.* We want an instrument or exercise that incorporates the behaviors and attributes that we specified in Step 2 and that uses the methodology we selected in Step 4. Now we're ready to validate the instrument against the real-world performance data we identified in Step 3. The usual way to validate an instrument is to carry out a correlation analysis.

Correlation Analysis

Two sets of data are said to be correlated when a relationship exists between them. For example, the annual income of members of a population has a high correlation with their education levels, but no correlation with their height or weight. We want our assessment instruments to show a high correlation with the actual, real-world behavior that we wish to measure.

Correlation

Rank-order correlation to show the relationship of 10 supervisors' performance on an assessment and on the job.

	1	**2**	**3**	**4**	**5**	**6**
	Raw Score on Assessment	Raw Score on Job	Rank of Assessment	Rank on Job	Difference **D**	Difference Squared
Art	30	13	8	9	1	1
Bob	33	11	6	5	1	1
Chris	60	6	2	3	1	1
Dotty	31	12	7	6	1	1
Eric	41	4	4	2	2	4
Fran	39	7	5	4	1	1
Gina	54	12	3	6	3	9
Harry	24	15	10	10	0	0
Irv	29	12	9	6	3	9
Judy	70	3	1	1	0	0
n = 10					$\Sigma D^2 = 27$	

$$r = 1 - \frac{6(\Sigma D^2)}{n\,(n^2 - 1)}$$

$$r = 1 - \frac{6\,(27)}{10\,(99)}$$

$$r = .84$$

The table above shows how a rank-order correlation can be used to establish the relationship between the performance of 10 supervisors in the workplace and their scores on a one-day assessment exercise designed to measure their relative strength on 12 competencies.

- Their performance at work was evaluated by having three senior managers who know all 10 supervisors independently rank each person's proficiency on a five-point scale, where 1 = excellent and 5 = poor. The three rankings were combined to yield the "Raw Score on Job."

- The supervisors' performance on the one-day assessment yielded scores that could range from 100 ("perfect") to 0. These numbers are listed as the "Raw Score on Assessment."

As can be seen in the table, these two sets of raw scores (Columns 1 and 2) are then converted to two sets of numbers reflecting their rank order, from a high of one to a low of 10 (Columns 3 and 4). The difference between each person's two ranks is then obtained (Column 5), squared (Column 6), and fed into the Spearman rank-order correlation formula, as shown below the table.

Possible outcomes of the Spearman formula can range from 0 (no relationship whatsoever) to 1.0 (a perfect correlation). Scores of .60 or higher are considered to indicate a positive correlation. The score in this case, .84, is quite high. Thus, we have established the validity of this assessment tool; it indeed appears to be a valid indicator of a person's supervisory proficiency. Therefore we might consider it a valuable aid in hiring or promotion decisions as well as in pinpointing training and development needs.

Reliability

We just determined an instrument's validity—how closely it measures what it purports to measure. Now we must determine its reliability. That is, how self-consistent and repeatable is it? Will people get the same scores (or nearly so) if they take the instrument a second time, with no intervening actions?

The reliability of an instrument is commonly estimated by correlating it with itself in one of three ways:

1. Use the same instrument with the same people taking it on two different occasions with no intervening influences (no training, for instance).

2. Administer two equivalent forms of the instrument to the same population.

3. Compare a group's performance on one-half of the test with the other half (the "split-half" technique of correlating odd-numbered items with even-numbered items).

Caveat Emptor

Assessment testing is back. Once regarded with extreme suspicion, assessments are now used for recruitment, needs analysis, career counseling, climate surveys, individual development planning, team building and a host of other applications.

But let the buyer beware. If you are buying or creating an assessment instrument, the burden of proof rests with you to demonstrate to yourself, to the users and, possibly, to a court of law that the tool is valid and reliable.

Managerial Assessment of Proficiency

MAP™

EXCEL™ Objectives and Criteria

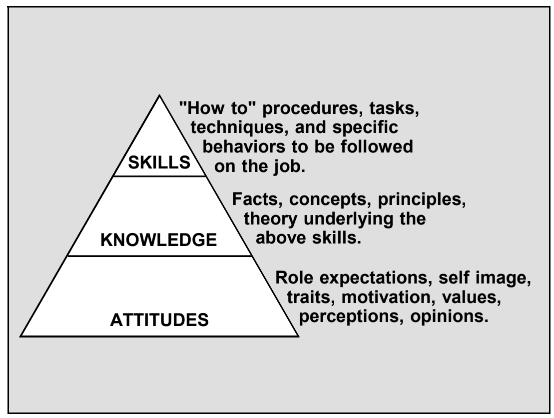
This section specifies the expected behavior of participants for each of the ***Managing to EXCEL***™ half-day workshops. These behaviors take 2 forms: Learning Objectives, which are met in the workshop, and Performance Criteria, which are demonstrated through actions taken in the workplace, back on the job.

Managing to EXCEL™ is a collection of modules that help supervisors and managers assess and improve key management competencies. It begins with a one-day *Managerial Assessment of Proficiency MAP*™ module in which participants observe 5 managers—as they interact with one another and their employees. After evaluating a dozen episodes on video and in the workbook, participants receive a computer-generated “proficiency profile” (bar graph) showing their relative strengths in percentile rankings on 12 major managerial/supervisory competency areas. This profile can be drawn for each participant and/or for groups (department, branch, etc.).

Participants or their organization can then select the appropriate mix of offerings from the collection of 12 half-day workshops, one for each competency. Each workshop begins with a videotape that replays portions of episodes seen earlier in *MAP*, with analysis and critique. Workbook exercises enable each participant to identify the basic skills via roleplay, case studies, games/simulations, self-inventories, and other forms of hands-on learning.

The Twelve Competencies

Recent studies by a number of major U.S. corporations have identified the competencies that highly effective managers and supervisors possess to a greater degree than do average performers. Training House has identified 12 competencies that are common to these studies. We have defined a competency as a “group of related skills, knowledge, and attitudes that correlates with successful functioning in one’s job and that can be improved through training.” Hence, a competency-based model for training encompasses 3 elements, as shown at the right.



The 12 competencies that comprise *Managing to EXCEL*™ are described in brief on the pages that follow. The descriptions include a listing of the Learning Objectives for the Workshop and the Performance Criteria in the Workplace specific to each module. Clearly, *Managing to EXCEL*™ is a comprehensive management development program that translates classroom learning into workplace behavior and organizational results.

Managing to *EXCEL*

Table of Contents

Behavioral Objectives

In examining behavioral objectives, it is useful to distinguish between mediating behavior (which occurs in class) and terminal behavior (which is the performance desired back on the job). For each module in *Managing to EXCEL*™, we've listed **Learning Objectives for the Workshop**, which are mediating, and **Performance Criteria in the Workplace**, which are terminal. Let's define each.

Learning Objectives (also known as formative, classroom, or mediating behaviors) focus on the attainment of new knowledge, attitudes, and skills that can be shaped and observed during training. These are typically displayed and evaluated in class to measure the learner's progress **during training**. The behaviors required to meet learning objectives are primarily verbal… naming, describing, listing, identifying, defining, illustrating, and so on.

Performance Criteria (also known as summative, on-the-job, or terminal behaviors) focus on job standards, productivity measures, and the application of competencies to organizational problems and situations. These behaviors can be practiced in class via simulation. But their transfer to the job must be observed and measured **after training** in the workplace, where many reinforcers and constraints are influencing the learner's performance. The behaviors required to meet performance criteria reflect the wording of a good job description… assembling, scheduling, conducting, processing, planning, evaluating, and so on.

Thus, *Managing to EXCEL*™ leads to the transfer of training and not simply knowledge acquisition. It is results-oriented and performance-based, enabling the organization to evaluate the degree of new learning that is taking place… and the return on investment that each manager should realize as the benefit of participating in training.

Time Management and Prioritizing

The Rationale

Peter Drucker reminds us that, just as management is an organization's most critical resource, so is time the vital resource of managers. However, unlike other resources, time is inelastic. It is the one commodity that can't be stored—laid up in advance, held in reserve supply, put aside for a "rainy day." Effective managers are constantly aware of how well they are managing their time. During the day they repeatedly ask themselves such questions as: Am I making the most of my time? Should someone else be doing what I am now doing? Are there things I'm doing that shouldn't be done at all? Are there better ways of doing what must be done? Am I working with freshness, or have I reached the point of diminishing returns?

Many managers are "workaholics" who see time management as a means of getting more work done per unit of time. But our approach to time management is concerned with time effectiveness, not efficiency. Hence, this module focuses on the concepts and skills that successful managers apply daily in managing their time effectively. As a result, managers return to work with a plan for making time their servant rather than their master.

Learning Objectives for the Workshop

Participants who attend this workshop will be able to:

- Identify the major time wasters common to most organizations
- Assess their own assumptions about time management
- Show how our assumptions about time affect our ability to manage it
- List 12 principles of time management
- Differentiate between time invested and time spent
- Describe how to log and analyze the use of time

Performance Criteria in the Workplace

Participants who attend this workshop will be able to:

- Prepare a daily "to do" list, ranking each activity according to priority
- Apply techniques for controlling our time on the telephone
- Apply six methods for making sure that time in meetings is used effectively
- Reduce the number and length of unscheduled, disruptive visits
- Analyze a weekly time log and take appropriate actions
- Apply 12 principles of time management in day-to-day work settings

Setting Goals and Standards

The Rationale

Organizations are concerned with achieving corporate goals through management by objectives (MBO). Employees are concerned with making a meaningful contribution, having a say in decisions affecting their work, being committed to more than a job and a paycheck… in short, improving the quality of work life (QWL). The process that addresses both set of concerns is one that involves the joint setting of goals and standards. In most organizations, this is done at the upper levels of management. But all too often employees and their supervisors have not been integrated into the process. This module teaches goal setting as a tool of organizational and personal revitalization to obtain commitment and growth at all levels.

Learning Objectives for the Workshop

Participants who attend this workshop will be able to:

- State advantages and pitfalls in involving employees in goal setting
- Identify their own attitudes on 10 aspects of goal setting
- Relate the need for challenge and security to goal setting
- Define and illustrate by examples: objectives, goals, standards, quotas
- Distinguish among wishes, activities, and goals
- Assess the strength of each of 10 barriers that cause resistance
- Edit MBO statements to meet 10 criteria of effective goal setting
- Define the two roles of management: entrepreneur and steward

Performance Criteria in the Workplace

Participants who attend this workshop will be able to:

- Recognize poorly defined goals and rework them when possible
- Involve their work group in the setting of goals affecting their work
- Develop standards to give meaning (visibility, reward) to routine jobs
- Analyze two aspects for their job: entrepreneurial and stewardship
- Deal effectively with resistance to goal setting from employees
- Identify the activities and resources needed to achieve a goal
- Negotiate the value of different goals and thus establish priorities
- Prepare MBO documents and develop other employees to do so also

Planning and Scheduling Work

The Rationale

In a classic article printed in the July-August 1975 issue of the *Harvard Business Review*, Henry Mintzberg describes the discrepancy between the textbook view of management and the way managers actually spend their time. Titled "The Manager's Job: Folklore and Fact," the article points out that managers pay lip service to planning, scheduling, directing, and controlling but spend their time at an unrelenting pace juggling activities that are characterized by brevity, variety, and discontinuity.

The studies by Peters and Waterman more recently support Mintzberg's description of effective executives as strongly oriented to action with a dislike of reflecting activities. On the average, managers shift activities every eight minutes. While relatively little time is spent planning and scheduling, it is essential that this time be quality time—quiet, uninterrupted, reflective time. In this module, we strengthen the skills and impart the techniques for planning, scheduling, and organizing work.

Learning Objectives for the Workshop

Participants who attend the workshop will be able to:

- Identify the major factors contributing to resistance to change
- Describe at least five ways to manage change and deal with negative attitudes
- Illustrate each stage of the management cycle with personal examples
- List the characteristics of goal-oriented and activity-oriented employees
- Evaluate the feasibility of action plans against the goals they should achieve
- Describe the procedure for preparing a Gantt chart and a PERT network
- Identify the six work elements and the process of work simplification
- Designate which planning techniques are appropriate for repetitive vs. one-time operations

Performance Criteria in the Workplace

Participants who attend this workshop will be able to:

- Cultivate commitment by involving employees appropriately in the planning process
- Apply the four-stage management cycle to projects and daily routines
- Supervise people based on how goal-oriented vs. activity-oriented they are
- Use PERT to calculate the critical path and control time or costs
- Factor one's time or cost estimates, based on the normal distribution curve
- Prepare a Gantt chart to plan, schedule, and control a project
- Analyze the present flow of work, using the six work elements
- Apply work simplification techniques to repetitive tasks (work smarter, not harder)

Listening and Organizing

The Rationale

Within the past few decades we have moved from an industrial age to an information age. One of the major functions of employees at all levels (from mailroom to boardroom) is to process information. Although much of this information is printed as hard copy (ink) or soft copy (CRT), most managers get the majority of their information via the spoken word. And this means listening.

This workshop addresses the two types of listening we must practice: active and passive. Most of our listening at work is active… we can interact with the speaker, asking questions, summarizing, restating, clarifying, giving confirming feedback, and so on. But sometimes we cannot interact (e.g., with a radio or TV presentation, in a meeting where we are silent observer). Here our role is more passive, although our mind may be every bit as active as when we can interact with the speaker.

Learning Objectives for the Workshop

Participants who attend this workshop will be able to:

- Identify six guidelines to listening analytically
- Distinguish between fact and opinion
- Illustrate listening barriers with examples: emotional, semantic, physical
- Convert loaded statements to their neutral equivalents
- Use the communication model to show sources of distortion of meaning
- Assess their comprehension and retention on a 100-point scale
- Describe eight things speakers can do to help their listeners

Performance Criteria in the Workplace

Participants who attend this workshop will be able to:

- Listen for intent (action, purpose) as well as content
- Give the speaker feedback (questions, summaries) to confirm understanding
- Evaluate messages by filtering out bias (opinion, emotion, etc.)
- Organize complex messages for retention
- Recognize gaps, omissions, inconsistencies, etc., and work for closure
- Eliminate barriers relating to source, medium, and destination
- Apply the six guidelines of effective listening

Giving Clear Information

The Rationale

In the world of work, managers and supervisors are expected to communicate clearly, concisely, completely, crisply, convincingly, and courteously. Thoughts and information should flow logically and smoothly toward the accomplishment of each message's purpose. Unfortunately, the free flow of thought from the human brain is rarely this well organized. Often we regret things we said or did not say… things that interfered with our objective. Most of us need time to outline a message, whether written or spoken, before we begin to deliver it… we need time to "load brain before firing mouth." In this module, we look at the process of giving information as a carefully planned sequence that moves both parties toward a desired outcome.

Learning Objectives for the Workshop

Participants who attend this workshop will be able to:

- Recognize when comments are and are not relevant to **Aim**
- Know when to exert high and low **Bias** in a message
- Identify factors that help or hinder a positive **Climate** in our communications
- Follow a three-step process for planning an interaction
- Use a checklist for giving information effectively
- Organize information into a concise, crisp, compelling message

Performance Criteria in the Workplace

Participants who attend this workshop will be able to:

- Apply the ABC's in interpersonal communications
- Analyze and edit a script of an interview
- Plan an interaction, following a three-step process
- Prepare a script to show the giving and getting of information
- Organize a written message effectively (combining, sequencing, etc.)
- Evaluate one's communication skills against 12 criteria
- Rewrite a message to accomplish its objective

Getting Unbiased Information

The Rationale

Managers and supervisors tend to be far more adept at asking highly structured, direct questions than indirect, open-ended ones. This is appropriate for obtaining certain kinds of information. At other times, such an approach will bias the other party to say what is expected or expedient or pleasing. No wonder the information managers obtain is often slanted or filtered or incomplete or whitewashed or dated or otherwise misleading. Since the quality of decisions made, problems solved, and actions taken depends on getting clean, unvarnished information as input, it is essential that managers learn to be equally adept at direct and non-direct questioning techniques, and to reorganize bias and correct for it in our daily communications.

Learning Objectives for the Workshop

Participants who attend this workshop will be able to:

- Define the ABC's of interpersonal communication (Aim, Bias, Climate)
- Give examples of good and poor control of each
- Describe the funnel technique for eliciting information
- Give one example of each of the three types of funnel question
- Illustrate by example the difference between a response and a reply
- Identify five common types of probes and their advantages
- Edit and rephrase questions that are poorly worded
- Use each of the five probes in a typical interaction

Performance Criteria in the Workplace

Participants who attend this workshop will be able to:

- Recognize inadequate responses and probe for needed information
- Manage the ABC's so as to steer an interaction to its desired outcome
- Apply the funnel technique in eliciting personal information
- Conduct an effective selection interview
- Prepare for fact-finding sessions (problem solving, counseling, etc.)
- Recognize ineffective questions and rephrase them
- Improve the quality of interpersonal communication in their work group
- Use non-directive techniques to elicit hard-to-get information

Training, Coaching, and Delegating

The Rationale

The quality of work that you personally perform is important to achieving the daily, weekly, and monthly expectations of your manager and your unit. However, taking a broader perspective (as measured in years), the best measure of a manager's contribution to the organization is the quality of that manager's team… how well people know their jobs and perform them, how challenged they are by new assignments, and how effectively the team members work together. Training, coaching, and delegating are the tools a manager has to build the team and to achieve high productivity on both the personal and the group level.

Learning Objectives for the Workshop

Participants who attend this workshop will be able to:

- Describe via example the 10 principles of training
- Identify and illustrate three components of behavior (K-A-S)
- Evaluate their own effectiveness as a trainer
- Identify at least six benefits of delegating
- Assess their own personal barriers to effective delegation
- Describe four techniques for improving the delegation process
- Evaluate any delegation session against 15 criteria

Performance Criteria in the Workplace

Participants who attend this workshop will be able to:

- Follow a six-step procedure in planning a training session
- Use a four-page Training Planning Sheet to accomplish the above
- Break large chunks of information (S) into interactive bits (S-R-F)
- Organize short training sessions according to the S-R-F ("micro") model
- Apply the Acquisition-Demonstration-Application ("macro") model
- Overcome barriers to delegating some tasks they now perform
- Follow an eight-step procedure in planning a delegating session
- Use a four-page Delegation Planning Sheet to accomplish the above

Appraising People and Performance

The Rationale

Jan's reaction to being told that it's time for her annual performance review is typical: "I'll just be glad to get it over with." Unfortunately, most employees do not look forward to being appraised. The reasons are many, but can be overcome by following a number of guidelines: appraisals must be frequent, informal, surprise-free, prepared for by both parties, conducted as a dialog and not a one-sided assessment, and focused on behavior (performance) and not on personality or character traits. This module imparts the concepts and skills needed to make the appraisal process a year-round flow of feedback and not an annual day of judgment.

Learning Objectives for the Workshop

Participants who attend this workshop will be able to:

- Assess their own assumptions and expectations regarding performance appraisals
- Describe the criteria of an effective job description
- Identify the benefits of having employees evaluate their own performance
- List the steps in conducting a constructive performance appraisal
- Describe at least six guidelines for giving employees feedback on the job
- Evaluate the organization's present system for appraising performance
- Distinguish between performance and personality statements
- Translate critical statements into constructive feedback

Performance Criteria in the Workplace

Participants who attend this workshop will be able to:

- Prepare themselves and their subordinates for a constructive appraisal
- Use feedback as a daily tool to shape and reinforce behavior
- Elicit self-evaluations from subordinates
- Use descriptive rather than evaluative comments when appraising
- Conduct appraisals that meet the guidelines noted above (first paragraph)
- Prepare an action plan for a subordinate's development
- Update job descriptions where needed to be accurate and complete

Disciplining and Counseling

The Rationale

It would be an ideal world (and a naïve expectation of managers) to have all employees arrive at work on time every day, with a positive attitude, a strong willingness to work, and a commitment to earn their keep. Unfortunately, in the real world of work, there are always some employees who are undisciplined or incompetent or committed to getting the most and giving the least. This happens despite our best efforts in selecting and training employees. Hence, it is sometimes necessary for a supervisor or manager to impose discipline when performance standards have not been met. This module deals with how to counsel and discipline employees in a positive, constructive manner.

Learning Objectives for the Workshop

Participants who attend this workshop will be able to:

- Define 15 guidelines for conducting effective counseling sessions
- Distinguish among coaching, counseling, and disciplining
- Describe how "positive discipline" differs from traditional discipline
- Identify the major steps involved in the practice of positive discipline
- Describe why asking questions is preferable to giving advice when counseling
- Identify three steps to the planning of any interpersonal communication

Performance Criteria in the Workplace

Participants who attend this workshop will be able to:

- Describe the employee's deviant behavior and the desired new behavior
- Specify the likely causes of the behavior to be changed
- Develop a plan of action to get rid of the undesirable behavior
- Apply a six-step disciplinary strategy for restoring performance
- Use the "Discipline Planning sheet" to apply the 6-stage strategy
- Apply a 10-step planning process in preparing for a counseling session
- Use the four-page "Coaching and Counseling Planning Sheet"
- Counsel/discipline employees in a way that improves their performance
- Establish ways to monitor and maintain performance over time

Identifying and Solving Problems

The Rationale

Managers are expected to solve problems promptly and wisely, based on the best available evidence. Unfortunately, most supervisors and managers have never been taught skills associated with problem solving: how to set measurable objectives, collect and evaluate information, separate fact from opinion, identify the problems they face, state and test action plans, and consider alternative steps to solve their problems. Successful supervisors and managers, regardless of the type of organization, possess these skills.

Fortunately, they can be taught. This module is designed to impart the skills for applying a problem-solving process that will markedly improve managers' ability to identify and systematically eliminate or reduce the barriers that stand between them and their objectives. The course emphasizes analytical skills development, rather than how to follow a simplistic formula or rigid procedure. This leads to a more positive attitude toward problem solving as managers apply their new cognitive skills.

Learning Objectives for the Workshop

Participants who attend this workshop will be able to:

- Identify an eight-step process for identifying and solving problems
- Describe the value of training subordinates in the skills of problem solving
- Define problem, symptom, cause, deviation, evidence, solution
- Evaluate action plans for correcting a specific printing problem
- Examine five options for dealing with a problem
- Describe the two "Acid Tests" that any plan of action must meet

Performance Criteria in the Workplace

Participants who attend this workshop will be able to:

- State the objectives that are not being met, thus verifying a problem
- Revise or edit objectives so as to meet five criteria
- Distinguish between problems/symptoms and hard/soft evidence
- Evolve plans for action that include the "how" as well as the "what"
- Test the plan of action against the criteria of Acid Tests One and Two
- Evaluate and select the action plan with the best cost/benefit ratio
- Evaluate one's action plan during implementation, fine-tuning as needed
- Apply the eight-step problem-solving process at work and at home

Making Decisions, Weighing Risk

The Rationale

At work our day is filled with decisions. Some are relatively automatic and involve little or no risk. We make hundreds of these decisions every week. This course does not deal with such decisions. Rather, our concern is with decisions whose outcomes have more at stake and whose inputs are more complex… many factors must be weighed. Such decisions require care in specifying the desired outcomes, determining criteria, selecting and evaluating alternatives, assessing risk, and drawing up an implementation plan. In short, this module teaches the process of preparing a decision matrix and using it to make the best selection(s), while reducing risk and fear of failure.

Learning Objectives for the Workshop

Participants who attend this workshop will be able to:

- Distinguish between problem solving and decision making
- Define four terms whose meaning is central to the decision-making process
- Identify a 10-step decision-making process
- Identify four types of decisions and compare them on two variables
- Distinguish among limits, desirables, and options
- Prepare and complete a decision matrix

Performance Criteria in the Workplace

Participants who attend this workshop will be able to:

- Define the situation that led up to and now requires a decision
- State the objective of a decision in a manner that meets the criteria taught
- Specify the criteria that will influence the selection of options
- Generate options by selecting from existing alternatives or creating new ones
- Assign weights to the options identified
- Perform a risk analysis and apply it to the final making of the decision
- Implement the decision and monitor the results
- Apply the 10-step decision-making process in a variety of situations

Thinking Clearly and Analytically

The Rationale

If we were to reduce all the activities of managing people and tasks to their most basic underlying competencies, we might be left with two: communicating and thinking. And an argument could be made to define communication as "shared thought" or as "thinking out loud." In short, the ability to think clearly and analytically is one that managers are drawing upon every minute of the day.

It seems surprising, then, that we have not had required courses in public schools and colleges on how to think. Some aspects of analytical thinking are dealt with in courses on experimental design, statistics, English composition, logic, and so on, but the subject has been largely neglected in schools and in management development programs. This workshop represents a bold departure from the traditional curriculum of such programs.

Learning Objectives for the Workshop

Participants who attend this workshop will be able to:

- Assess their own thinking (left/right brain, inductive/deductive)
- Describe three ways to solve problems, with pros and cons of each
- Break down propositions into premises, arguments, and conclusions
- Test for the validity of each part of a logical proposition
- Define inductive and deductive argument with examples of each
- Identify three major barriers to effective reasoning
- List at least four ways of improving the quality of thinking at work
- Analyze 10 propositions (*MAP* situations) for their logic
- Evaluate the assumptions they've made about thinking and intelligence

Performance Criteria in the Workplace

Participants who attend this workshop will be able to:

- Apply a 12-item checklist to their own thinking on major activities
- Recognize personal bias (left/right brain) and compensate for it
- Use inductive and deductive thought processes appropriately
- Identify and correct fallacious arguments and faulty logic
- Withhold opinions until the facts are collected and evaluated
- Analyze how others think and draw on this to supplement one's own style
- Generate lists of advantages/disadvantages before taking a stand
- Apply the process of analytical thinking taught in this module

Managerial Assessment of Proficiency MAP™

Managing to *EXCEL*™

Objectives, Competencies, Contents, and Pricing

Managing to *EXCEL*

…is a collection of 12 video-based modules that helps supervisors and managers improve key management competencies. Supervisors and managers can first be assessed by the *Managerial Assessment of Proficiency MAP*™ to determine specific developmental needs. This helps participants to objectively identify their needs, dramatically increasing "buy-in" to training.

An installation of *EXCEL* includes videotape, Instructor Guidelines, and materials (workbooks) for 20 participants.

In each half-day workshop, managers view analyses of episodes drawn from *MAP* that examine typical management interactions. Working interactively with video and workbook, participants identify the basic skills and techniques associated with each competency. They then practice and apply their new learning in a variety of hands-on exercises: role play, case method, script analysis, games/simulations, and self-inventories. Every module ends with an Individual Action Plan that participants share with their managers, work team, and other stakeholders. This is the vehicle for transferring learning from workshop to workplace.

Managerial Competencies

Recent studies by a number of major U.S. corporations have identified the competencies that highly effective managers and supervisors possess to a greater degree than do average performers. Training House has identified 12 competencies that are common to these studies. We have defined a competency as a "group of related skills, knowledge, and attitudes that correlates with successful functioning in one's job and that can be improved through training." Hence, a competency-based model for training encompasses these 3 elements.

The 12 competencies that comprise Managing to *EXCEL*™ are described in brief on the following page.

Behavioral Objectives

In examining behavioral objectives, it is useful to distinguish between mediating behavior (which occurs in class) and terminal behavior (which is the performance desired back on the job). For each module in Managing to *EXCEL*™, we list **Learning Objectives for the Workshop**, and **Performance Criteria in the Workplace.**

Learning Objectives focus on the attainment of new knowledge, attitudes, and skills that can be shaped and observed during training. These are typically displayed and evaluated in class to measure the learner's progress **during training**. The behaviors requires to meet learning objectives are primarily verbal… naming, describing, listing, identifying, defining, illustrating, and so on.

Performance Criteria focus on job standards, productivity measures, and the application of competencies to organizational problems and situations. These behaviors can be practiced in class via simulation. But their transfer to the job must be observed and measured **after training** in the workplace, where many reinforcers and constraints are influencing the learner's performance. The behaviors required to meet performance criteria reflect the wording of a good job description… assembling, scheduling, conducting, processing, planning, evaluating, and so on.

Thus, Managing to *EXCEL*™ leads to the transfer of training and not simply knowledge acquisition. It is results-oriented and performance-based, enabling the organization to evaluate the degree of new learning that is taking place… and the return on investment that each manager should realize as the benefit of participating in training.

Managing to *EXCEL*™ The Twelve Modules

The Administrative Cluster: Managing Your Job
- *Time Management and Prioritizing*
- *Setting Goals and Standards*
- *Planning and Scheduling Work*

The Communication Cluster: Relating to Others
- *Listening and Organizing*
- *Giving Clear Information*
- *Getting Unbiased Information*

The Supervisory Cluster: Building the Team
- *Training, Coaching, and Delegating*
- *Appraising People and Performance*
- *Disciplining and Counseling*

The Cognitive Cluster: Thinking Clearly
- *Identifying and Solving Problems*
- *Making Decisions, Weighing Risks*
- *Thinking Clearly and Analytically*

The Twelve Competencies Are . . .

1. Time Management and Prioritizing Ability to manage time, both your own and others'. Includes such skills as: negotiating priorities; exercising self-discipline; controlling interruptions by shaping the behavior of others whose priorities are not your own; being time-effective versus time-efficient.	**7. Training, Coaching, and Delegating** Ability to develop people. Includes the following skills: selecting the right people; reaching agreement on plans for action; keeping a balance between input and output; transferring responsibility to the employee; giving feedback effectively; providing appropriate rewards.
2. Setting Goals and Standards Ability to manage activities and projects toward measurable goals and standards, setting these jointly with others so as to develop their understanding and commitment. Includes the following skills: distinguishing among wishes, activities, and quotas; reducing barriers to the goal-setting process; evaluating goals against the major criteria of effective goal setting; using goals to motivate.	**8. Appraising People and Performance** Ability to carry out a constructive performance appraisal involving joint evaluation of past performance, agreement on future expectations, and development of a plan to see that these expectations are met. Also, the ability to give effective feedback on an ongoing basis.
3. Planning and Scheduling Work Ability to manage projects (one-time programs) and processes (ongoing work flow) by applying the major tools and techniques of management. Includes the following skills: analyzing complex tasks and breaking them into manageable units; selecting and managing resources appropriate to the tasks; using systems and techniques to plan and schedule the work; setting checkpoints and controls for monitoring progress.	**9. Disciplining and Counseling** Ability to provide counseling and discipline in a positive manner… to restore the employee's performance to within the accepted standards or norms without loss of face (respect, trust) on anyone's part… to get the employee to accept responsibility for correcting the deviation within agreed-upon time frame… and to reinforce the employee for improved performance (or take the appropriate action if no improvement occurs).
4. Listening and Organizing Ability to understand, organize, and analyze what you are hearing so as to decide what to think and do in response to a message. Specifically, includes such skills as: identifying and testing inferences and assumptions; overcoming barriers to effective listening; summarizing and reorganizing a message for recall; withholding judgment that can bias your response to the message.	**10. Identifying and Solving Problems** Ability to identify barriers that keep you from achieving your goals and standards, and apply a systematic set of procedures to eliminate or reduce the causes (root problems). Includes such skills as: distinguishing between symptoms and problems; collecting and weighing evidence relating to causes; and implementing the most appropriate course(s) of action.
5. Giving Clear Information Ability to assess a situation, determine the objectives, and give clear, concise, well-organized, convincing messages that will best meet the objective. Includes the following skills: overcoming physical, psychological, and semantic barriers in our interactions with others; keeping on target and avoiding digressions; using persuasion effectively; maintaining a climate of mutual benefit and trust.	**11. Making Decisions, Weighing Risk** Ability to construct a decision matrix that helps to examine options; identify limits, desirables, and risks to be considered; assign weights to each alternative; and select the best option for meeting the desired goals and standards.
6. Getting Unbiased Information Ability to use questions, probes, and interviewing techniques to obtain unbiased information and to interpret it appropriately. Includes such skills as: using directive, non-directive, and reflecting questions effectively; employing the funnel technique of questioning; using probes to elicit additional information; recognizing latent and manifest meanings; confirming understanding and obtaining agreement.	**12. Thinking Clearly and Analytically** Ability to apply logic and think clearly so as to effectively interpret situations and information before deciding what actions to take. Includes the following skills: identifying valid premises and drawing logical conclusions from them; separating fact from inference and assumption; using inductive and deductive logic effectively; recognizing fallacies, false premises, and generalizations based on insufficient evidence.

What you get with an Installation of *EXCEL*...

Instructor Materials

- ***Instructor's Guide*** One for each module. Contains instructor guidelines, video, PowerPoint™ presentation disk, plus student workbook.
- ***Telephone Help—Training House Hot Line*** (800/860-1361) Call this number for help in preparing to order, to administer, or to teach the *EXCEL* modules.

Videocassettes: (½" VHS)

One for each of the 12 modules. Orders are filled with ½" VHS videocassettes. All videocassettes are for NTSC Systems (US and Canada). For overseas installations using PAL systems, videocassettes are available for PAL use at an additional charge of $50 each.

Participant Materials

Includes:

- ***Workbook***. Used interactively with the videocassette. Contains the "hands-on" learning exercises (e.g., role plays, case studies, self-assessments, and Action Plans).

EXCEL Pricing

Installation of each *EXCEL* module includes Instructor's Guide and workbooks for 25 participants. Each of the 12 *EXCEL* modules may be purchased and used independently. Cost for each module $1,000

Additional workbooks each participant after the 20 sets included in a module $20

Managerial Assessment of Proficiency

MAP™

MAP Materials, Services, and Pricing

This list will help you to calculate the cost of an installation, check your delivery for completeness, and order additional materials after your initial inventory is depleted.

MAP Pricing

1. **INSTALLATIONS & LICENSE:** If you have more than 50 participants in the total population to be assessed, it pays for you to own the program. A *MAP* installation includes videotapes, software for scoring, User's Manual, Instructor's Guidelines, an instructor to conduct the pilot cycle and train the administrator(s), scoring for the first session (maximum 25), and materials for 50 participants $20,000

   - Additional materials for each participant above the 50 included in an installation $90

   Scoring by Training House per participant:

   - Faxed scannable scoring sheets .... Free

2. **WE ADMINISTER FOR YOU:** If you have fewer than 50 in the total population to be assessed or if you wish to pilot test the program prior to making a purchase decision, Training House or its Associates will conduct *MAP* at your location (minimum 12, maximum 25 participants). Includes instructor and materials. Travel and hotel are billed at cost. Cost per participant (1-day program) $400

   NOTE: If you decide to purchase within 30 days, the amount billed for the pilot (excluding travel expenses) will be credited toward your $20,000 installation fee.

Additional Instructor Materials for *MAP*

For additional instructors and/or locations:

Instructor's Materials and Videotapes $1,500