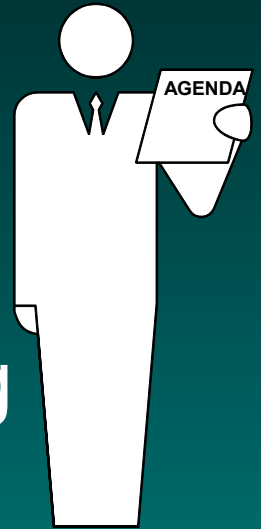# MAP/EXCEL

Managerial Assessment of Proficiency

Agenda

➥ What is MAP™

➥ Assessing the Need—MAP

➥ Interpreting the Results

➥ Individual Development Planning

➥ Commitment and Accountability

"Management Challenges for the 21st Century" by Peter F. Drucker

"Simply put, successful managers are capable of influencing human behavior towards organizational purpose and goals."

"…90% of the skills and competencies required of effective managers transcend industries and markets."

What Is A Competency?

➢ Correlates with successful job performance

➢ Can be developed through training
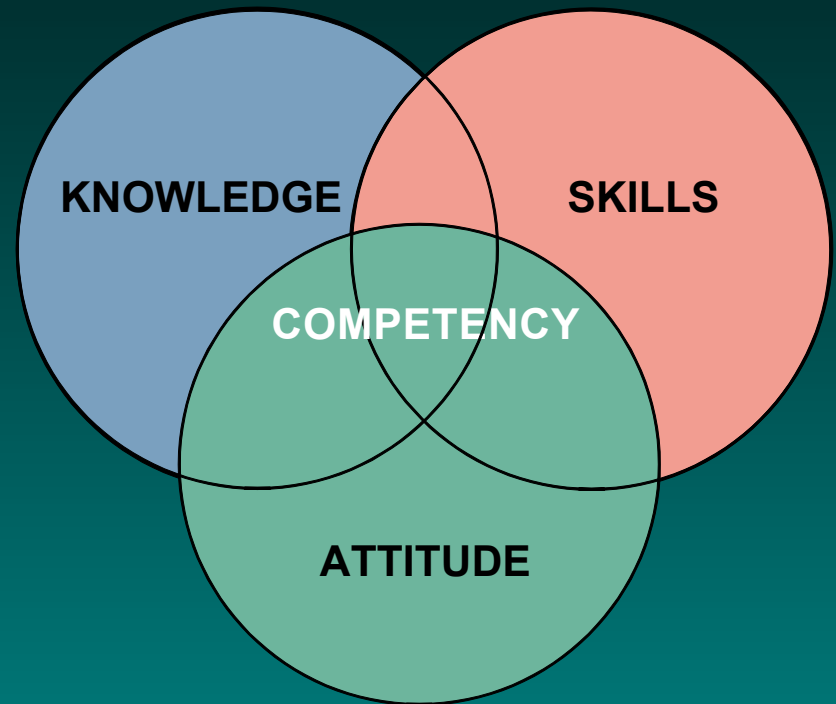
Competencies Measured by MAP

Administrative
❖ Managing Your Job

➢ Time Management and Prioritizing
➢ Setting Goals and Standards
➢ Planning & Scheduling Work

Communication
❖ Relating to Others

➢ Listening & Organizing
➢ Giving Clear Information
➢ Getting Unbiased Information

Supervisory
❖ Building a Team

➢ Training, Coaching & Delegating
➢ Appraising People & Performance
➢ Disciplining & Counseling

Cognitive
❖ Thinking Clearly

➢ Identifying & Solving Problems
➢ Making Decisions, Weighing Risk
➢ Thinking Clearly & Analytically

Where Did They Come From?

From studies conducted at…

American Management Associates

"Skills and competencies required of effective managers transcend industries…"

– Peter F. Drucker

Styles and Values Measured

❖ **Management Style**

⬇ Theory X, Theory Y

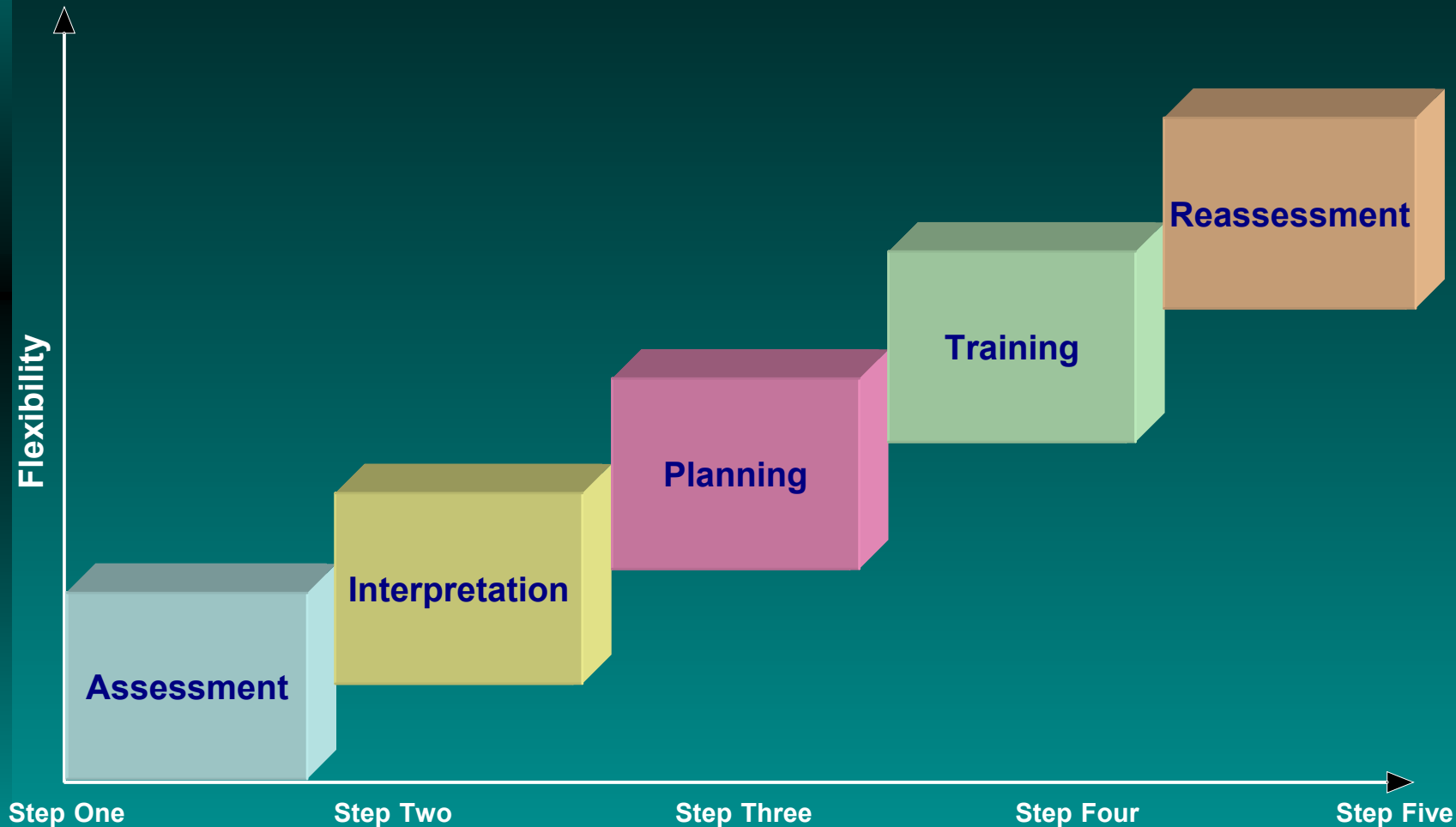❖ **Communication Response Style**

⬇ Empathic, Critical, Searching, Advising

❖ Personal Style

⬇ Thinker, Intuitor, Sensor, Feeler

How is MAP Administered?
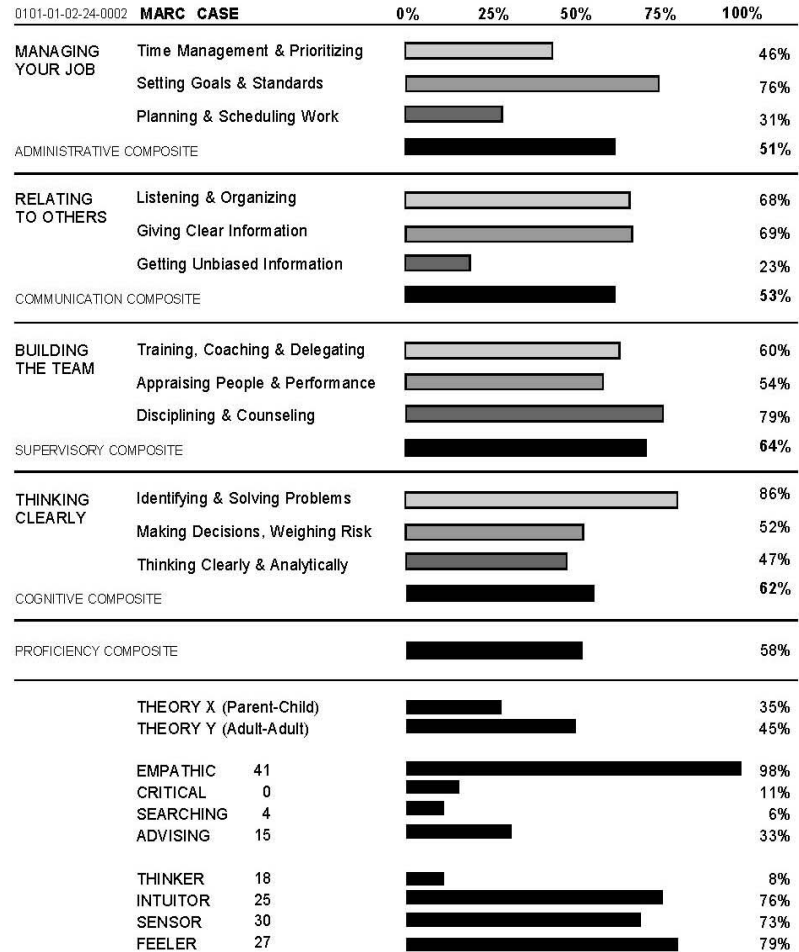## A Five-Step Process (p. 123)

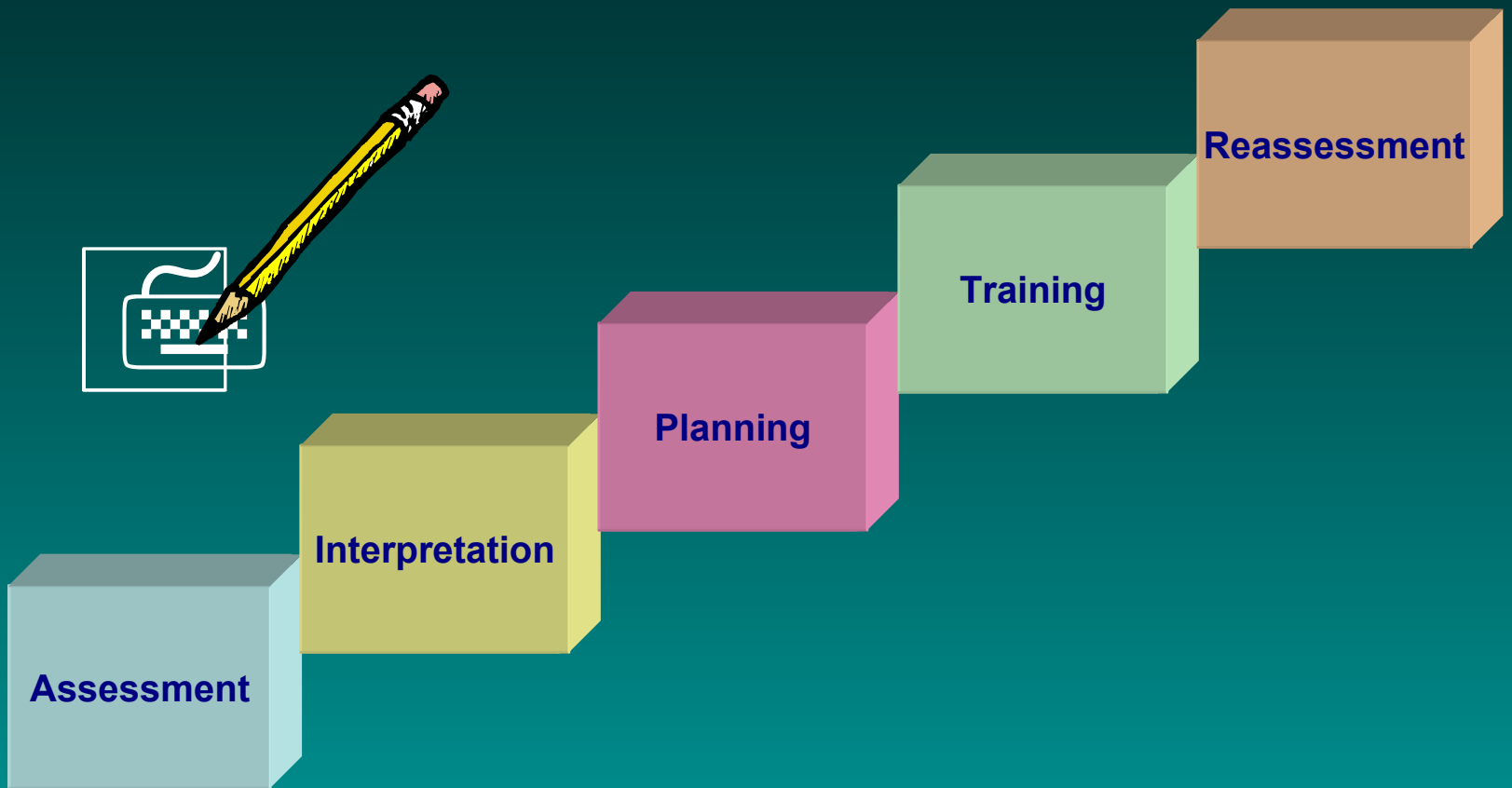**A sample profile can be found on page 83.**

SAMPLE PROFICIENCY PROFILE

MANAGERIAL ASSESSMENT OF PROFICIENCY MAP

DATE 08/14/01

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						58%

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

➥ Assessing the Need

Assessment

Interpretation

Planning

Training

Reassessment

Session One Workshop Agenda

The Session One Workshop Agenda can be found in your materials on page 4.

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

Best Foot Forward

❖ Try to respond to all the questions. Each question contributes to your score. If you omit too many questions, your MAP outcomes will be negatively affected.

❖ Don't guess. If you don't have a clue, skip the question unless you feel luck—if you answer True to a False statement, you'll lose a point.

Best Foot Forward (continued)

❖ Base your answers on the degree to which the actions of the department's manager and supervisors, forms, policies or procedures are effective.

❖ If something isn't clear, please ask about it.

❖ Take notes.

Scoring Example

T   T   **+1**

X T   F   **-1**
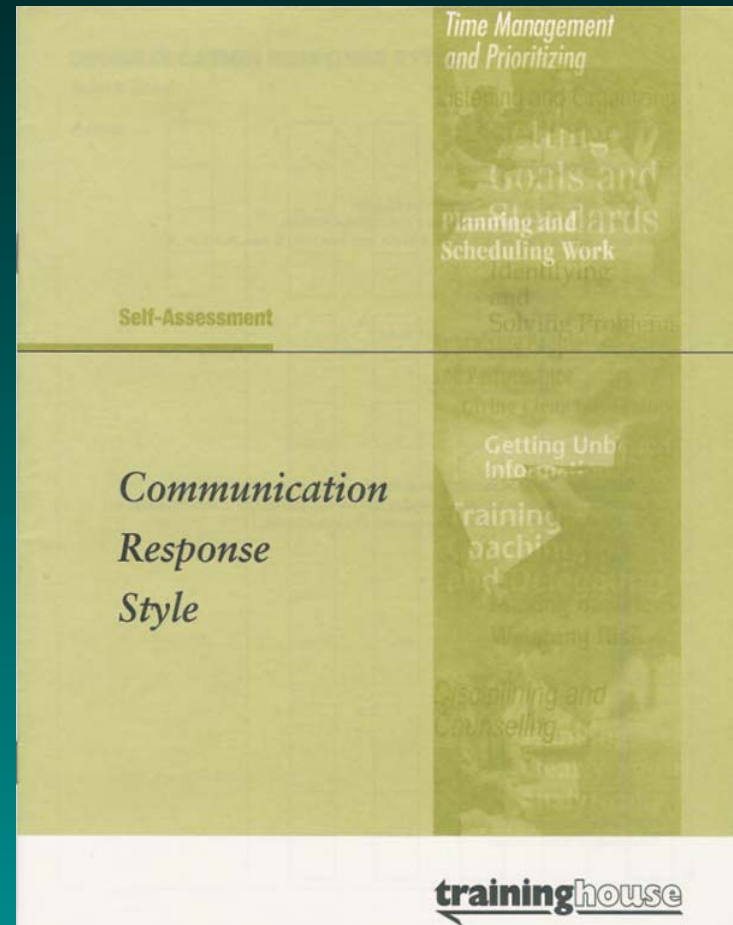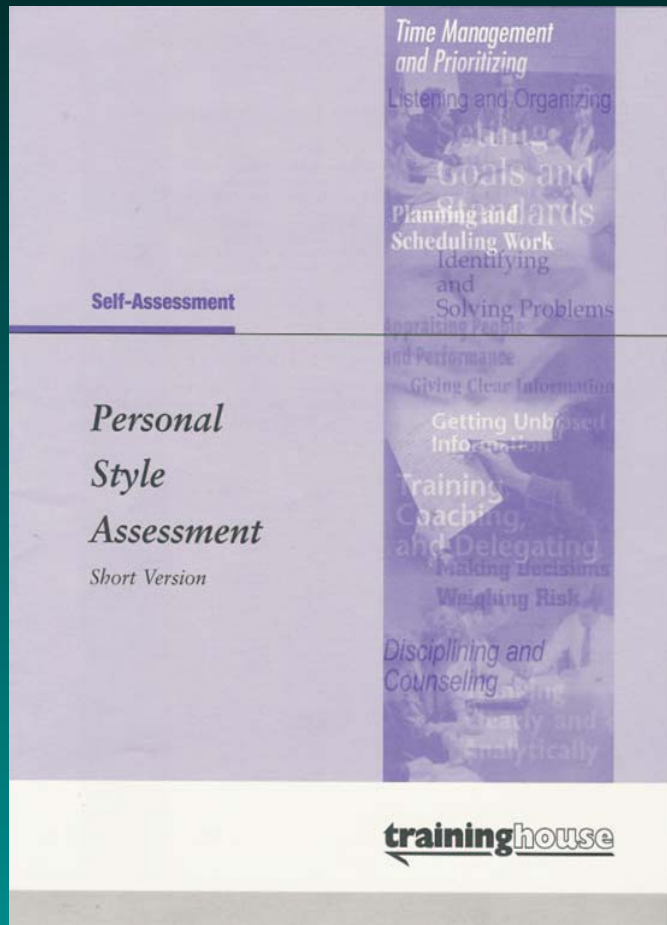
Your Answer   **Correct Answer**   **Net Point Value**

If participants have completed the Personal and Communications Response Styles surveys beforehand…

Begin MAP Now

Complete Style Surveys

Personal Style Assessment — Short Version (Self-Assessment)

Communication Response Style (Self-Assessment)

Assessing Personal Styles

1. Rate yourself

4	dogmatic	2	precise	3	obedient	I	assertive

2. On second page, tally your ratings. The sum of your ratings must add up to 100.

Directions for scoring:

- Add up the ten scores that appear in triangles. This sum is your "Thinker" score. Enter it in the triangle at the side of the page.

- Now do the same for the ten scores that appear in diamonds. Their sum is you "Intuitor" score. Enter it in the diamond at the side of the page.

- Now add up your ten scores in the circles. Their sum is your "Sensor" score. Enter it in the circle at the side of the page.

- Finally, add up the ten scores that appear in squares. Their sum is your "Feeler" score. Enter it in the square at the side of the page.

3. Transcribe scores to answer sheet

COMMUNICATION RESPONSE STYLE				PERSONAL STYLE ASSESSMENT			
Enter Numerical Score				Enter Numerical Score			
E	C	S	A	T	I	S	F
				10	25	30	35

Assessing Communication Response Styles

1. **You must distribute 3 points for each question**

Example A

"One of my newer employees seems more interested in his own needs and personal interests than he is in working on our departmental goals and standards."

A	"Why do you think he's putting his own needs ahead of the organization's?"
B	"Maybe you haven't spent enough time communicating your goals and standards."
C	"I think you should tell him how you feel and get his views of the situation."
D	"It must be very difficult for you to supervise such a person."

3	0	0
0	2	1
0	0	1
0	1	1

Assessing Communication Response Styles (continued)

2. **On second page, tally your ratings (total points = 60)**

---

33 = Total Empathic Response Score **2** = Total Critical Response Score **10** = Total Searching Response Score **15** = Total Advising Response Score

---

Assessing Communication Response Styles (continued)

3. **Transfer scores to answer sheet**

△33 = Total Empathic Response Score   □2 = Total Critical Response Score   ⊙10 = Total Searching Response Score   ◇15 = Total Advising Response Score

COMMUNICATION RESPONSE STYLE				PERSONAL STYLE ASSESSMENT			
Enter Numerical Score				Enter Numerical Score			
E	C	S	A	T	I	S	F
33	2	10	15				

Interpreting the Results

Assessment

Interpretation

Planning

Training

Reassessment
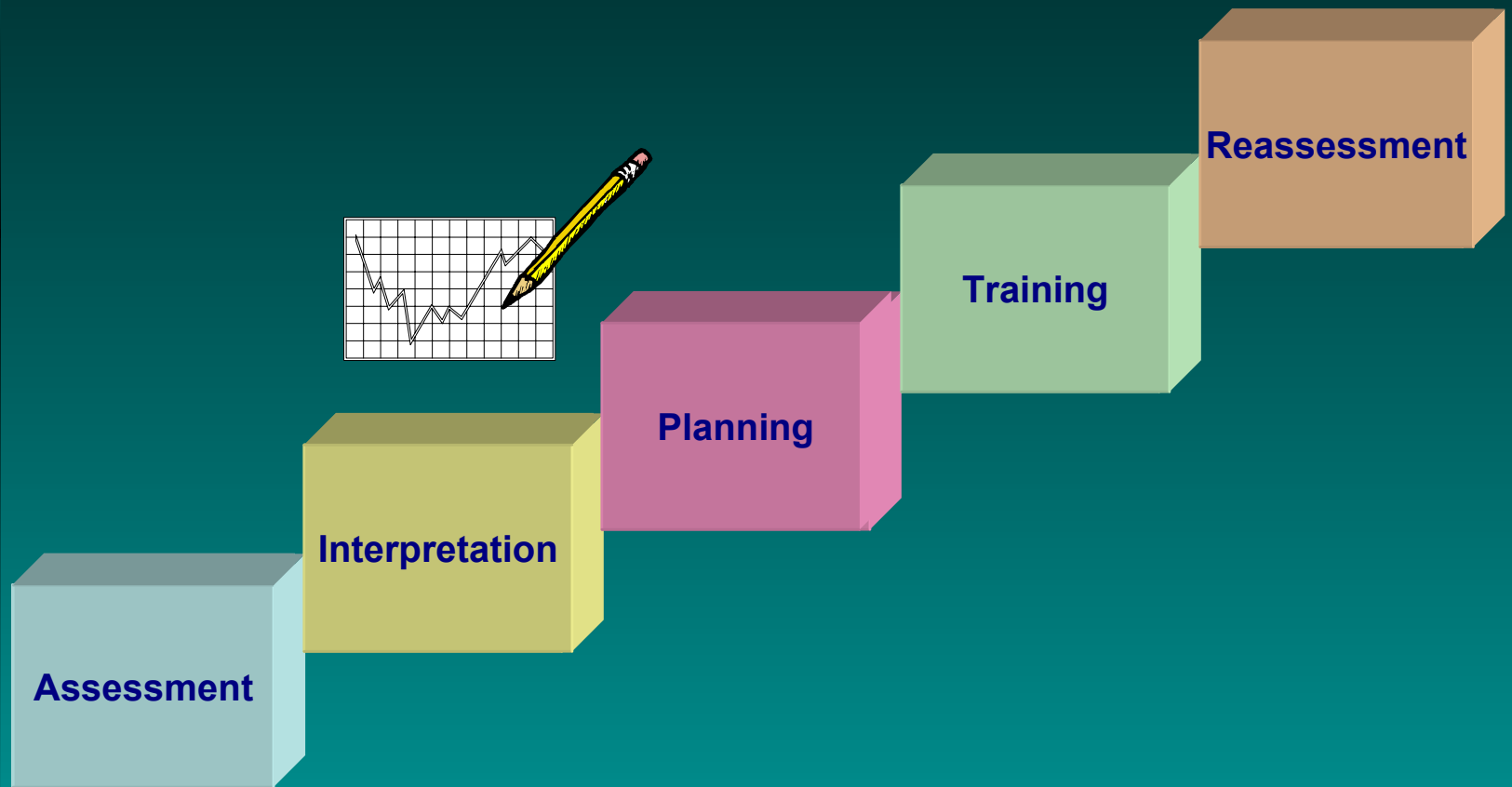
Combined Sessions Two and Three Agenda

The Agenda for combined Sessions Two and Three can be found on page 5 of your materials.

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

Optional 3–4 Hour Session Two Agenda

Suggested Time	Activity
10-15 min.	**Answering Your Questions:** (p. 65) Briefly review pages 67–69. Answer questions and address concerns from Session One. Briefly discuss the 5 step cycle (p. 123).
30 min.	**Self-Assessment of Managerial Competencies:** (p.71) Small Group Exercise. Complete the MAP Self Assessment Exercise and transfer the results to the colored MAP Profile Wheel provided in your materials.
30 min.	**Management Styles and Values (Theory X and Y):** Review Theory X and Y principles on pages 112-114. Briefly define Theory X and Y and facilitate a group discussion of potential implications and situational uses of each style (15 minutes). Next break the group into pairs and ask participants to apply Theory X and Y principles to their organization as a whole. Facilitate a group discussion of their findings (15 minutes).
20-30 min.	**Management Styles and Values (Communication Response Styles):** Have participants read page 115 (Interpreting Your Styles Scores). Review Communication Response Style descriptions (Green Assessment Booklet). Discuss the relationship of the $\frac{\text{Theory X Score}}{\text{Theory Y Score}}$ ratio to the $\frac{\text{Critical } + \text{ Advising Scores}}{\text{Empathic } + \text{ Searching Scores}}$ ratio.
20-30 min.	**Management Styles and Values (Personal Styles):** Review Personal Styles using the PowerPoint™ presentation slides. Have participants record their individual Personal Style scores in the Lavender Assessment Booklet. Briefly discuss the group's reaction to the accuracy of the behavioral descriptors associated with each style.

Optional 3–4 Hour Session Two Agenda (continued)

Suggested Time	Activity
10 min.	**BREAK (Check your time)**
50-60 min.	**Analyzing Bill Taylor's Competencies:** If numbers permit, break participants into 4 small groups. Assign one of the 4 competencies clusters to each group – Group 1: Administrative Competencies, etc. Ask the groups to review and discuss the descriptions and bulleted skills listed for each competency in their assigned cluster on pages 99-111 (15 minutes). Next, using the "Analyzing Bill Taylor's Competencies" slides in the PowerPoint™ presentation, ask the groups to evaluate Bill Taylor's behaviors as they relate to their assigned competencies cluster (answers are on pages 119–122). This exercise can be lengthened by using episodes from the provided CD/video: Reviewing Bill Taylor's Competencies.
20-30 min.	**Relating Styles/Values to Competencies (p. 133):** If numbers permit, break participants into 4 small groups. Assign one of the 4 styles and values profiles provided on pages 136-137 to each group – Group 1: Jan's Styles and Values and questions 1-3, etc. Ask the groups to evaluate and discuss their respective profiles and answer the questions at the bottom of the profile. Have spokespersons from the small groups report their finding to the group as a whole.

Optional 3–4 Hour Session Two Agenda

Suggested Time	Activity
30-45 min.	**Analyzing Composite Group Profile:** Distribute a copy of the Group Composite Profile to each participant. If numbers permit, break participants into 4 small groups. Assign one of the 4 competency clusters (Managing Your Job, Relating to Others, Building the Team and Thinking Clearly) to each group. Ask the groups to evaluate and discuss their respective profile Cluster. Be sure to emphasize the need to discuss the interaction effects of values and style scores at the bottom of the page. Lastly, ask the group as a whole to make **organizational-wide** training recommendations based on the Group's quartile distributions on the second page of the composite profile.
20 min.	**Return Individual Profile and Break:** Permit participants to review their individual profiles on their own. Remind the group to use "Interpreting Your Scores" to help in understanding profile scores. Lastly, inform the group that facilitator(s) will discuss individual profiles during the IDP development process.

Optional 3–4 Hour Session Two Agenda (continued)

Suggested Time	Activity
90 min.	**Preparing an Individual Development Plan:** Have participants review "Preparing an Individual Development Plan" (p.147) and complete the <u>Selecting the Best Options</u> sheet in "Personal Development Options" on page153 (15 min). Next, have participants complete questions 1-20 in "Individual Development Plan" on pages 175-184. If the group climate permits, participants can split up into pairs for the last step in the IDP process – writing the IDP. Using the information gathered and organized in the last step, the group can begin writing Individual Development Plans (p.185-186). Throughout the IDP process, move through the room one-on-one checking on progress, and answering questions. Note: Participants are not expected to complete IDPs in one sitting. However, it is important to complete 2-3 goals before adjourning the session.
10 min.	**Break: (check your time)**
20-30 min.	**Commitment and Accountability:** Review with the group... "Guidelines for Growing Your IDP" on page 187. Solicit from participants individual commitments for follow-through and accountability on their IDPs *(Possibly the most important step!)*. Ask participants to identify resources, potential coaches, peer support opportunities, and a time frame for completing this task.

Answering Questions

❖ **Answering Your Questions**

⬇ Review the handout "Answering Your Questions"

❖ **Discussion**

Self-Assessment

Complete the "Self-Assessment of Managerial competencies" Survey found on pages 71–75 of your materials.

A rater with a gap of <u>13 or more</u> on a competency's relevance-proficiency scale perceives this to be an area in need of development.

14

	RELEVANCE											PROFICIENCY									
⊠	9	8	7	6	5	4	3	2	1		10	9	8	7	▲	⊠	4	3	2	1

TIME MANAGEMENT AND PRIORITIZING

Ability to manage time, both own and others'. Includes: negotiating priorities; exercising self-discipline; controlling interruptions by shaping the behavior of others whose priorities are different; being time-effective versus time-efficient.

RELEVANCE   PROFICIENCY

10 9 8 7 6 5 4 3 2 1   10 9 8 7 6 5 4 3 2 1

PLANNING AND SCHEDULING THE 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: 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 work; setting checkpoints and controls for monitoring progress.

RELEVANCE   PROFICIENCY

10 9 8 7 6 5 4 3 2 1   10 9 8 7 6 5 4 3 2 1

MAP Competencies Wheel

Transfer self-assessed proficiency and relevance scores to the wheel. Use different line colors or styles for different scales.

= Proficiency

= Relevance
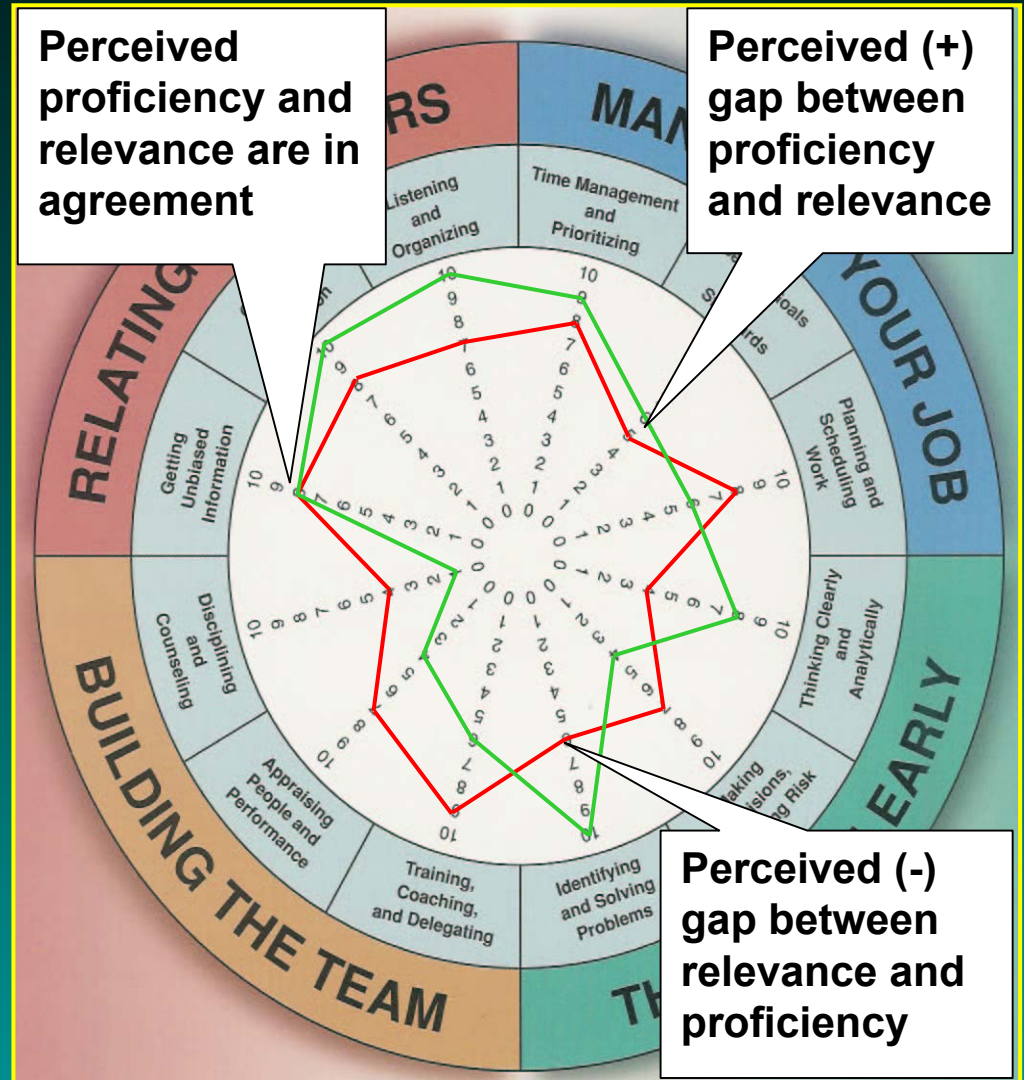
Self-Assessment

- ❖ What, if any, blind spots did you discover?

- ❖ Any surprises (13 or more)?

- ❖ Would others who know you on the job…agree/disagree?

Management Styles (pgs. 112–114)

Manager's…	Theory X	Theory Y
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.
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.
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.
Motivational Style	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.

Management Styles (continued)

Manager's…	Theory X	Theory Y
Expectations	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."
View of Working Relationship	"Employees are here to extend my effectiveness."	"I am here to extend the effectiveness of my employees."
View of Workforce's Motivation	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.
Organizational View of Workforce	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.

Communication Response Style

EMPATHIC

- ✓ A non-judgmental reply
- ✓ Understanding the essential theme and/or feeling expressed
- ✓ Stimulate others by being attentive, alert, interested
- ✓ Avoids the temptation to give advice

SEARCHING

- ✓ Asks for additional information
  - ↓ Need more facts
  - ↓ Help get to root problems
  - ↓ Help others express themselves
- ✓ Sometimes feels like interrogation
- ✓ Timing of questions is important

Communication Response Style
(continued)

CRITICAL

- ✓ Expresses judgment or evaluation
- ✓ Often perceived as a threat
- ✓ Possible consequences:
  - ↓ Others feel rejected/put down, becoming discouraged or angry
  - ↓ Others retreat or "clam up" to express feelings and emotions

ADVISING

- ✓ A recommendation that tells others what to do
- ✓ Often comes from:
  - ↓ A desire to help
  - ↓ Pressure to produce
  - ↓ Ego
- ✓ Possible consequences:
  - ↓ Dependency
  - ↓ Bottlenecks

Communication Response Style
(continued)

Advising and Searching may interfere with the other person's…

✓ Story   ✓ Development   ✓ Creativity

Empathic and Searching facilitate…

✓ Collecting complete and accurate information
✓ Trust and rapport
✓ Self-discovery and learning

Personal Styles

JUDGMENT

PERCEPTION

THINKER

- ➢ Uses principles reasoning, logic and impersonal analysis to evaluate information and situations
- ➢ Success criteria are sufficiency of data, validity and reasonableness

INTUITOR

- ➢ Perceives through the unconscious
- ➢ Leaps from past, present to future possibilities
- ➢ Perceives complex connections among various phenomena based on a "Gut Feeling"

SENSOR

- ➢ Perceives through bodily senses
- ➢ Focuses on concrete, tangible realities in the present
- ➢ Trusts ideas supported by facts
- ➢ Action/results oriented

FEELER

- ➢ Uses empathy or personal values to make a judgment
- ➢ Concerned about how a judgment/decision will affect others

Personal Styles

Flexing our style to adapt to another person's perception of the situation…

➢ **Improves communication**

➢ **Motivates**

➢ **Maximizes team productivity**

➢ **Develops rapport and respect for diversity**

Record your raw scores on page 4 of the Personal Styles Handbook.

Analyzing Bill Taylor's Competencies
The Administrative Competencies: Managing Your Job

Time Management and Prioritizing		
Bill Taylor's Actions	+ or -	Principles or Guidelines
Bill put the agenda on flipchart at start of meeting.	+	1. Set time estimates and limits.
Bill extended his meeting without getting group agreement.	−	2. Negotiate any schedule changes with those affected.
Bill gets Brian to take on the driver safety project.	+	3. Delegate; don't do it all yourself.
Bill asked Brian how long the safety project would take.	+	4. Involve those responsible in setting of due dates.
Bill's idea of Tony's replacement overlapping him is unrealistic.	−	5. Check your estimates against reality.

Analyzing Bill Taylor's Competencies
The Administrative Competencies: Managing Your Job

Setting Goals and Standards		
Bill Taylor's Actions	+ or -	Principles or Guidelines
Bill explains at staff meeting why supervisors must submit goals.	+	Set goals to manage resources effectively.
Bill accepts Jim's management planning form with activities and wishes as "goals".	−	Distinguish between goals, activities, and wishes.
The parent company's management planning form uses percentages to show values of goals.	+	Prioritize goals and negotiate changes in value.
Bill tells Jan that her goals aren't part of the appraisal system.	−	Goals are the basis for performance appraisal.
Bill tells Brian the specific results of the driver safety program.	+	Define the goal in terms of specific outcomes.
Bill agreed to Jan's impossible goal of reducing errors to 0%.	−	Set challenging but achievable goals.
Bill used Jim's goals to get him to work with Shirley on Scheduling.	+	Define the goal in terms of specific outcomes.

Analyzing Bill Taylor's Competencies
The Administrative Competencies: Managing Your Job

Planning and Scheduling Work		
Bill Taylor's Actions	**+ or -**	**Principles or Guidelines**
Bill asked Shirley if she was ready to report on flextime.	−	Plan ahead to minimize surprises.
Bill and Jan planned for her performance appraisal.	+	Plan ahead to minimize surprises.
Bill approved Shirley's feedback sheet to authors of dictation.	+	Feedback improves future planning.
Shirley is studying flextime to make her unit more productive.	+	Flexibility improves productivity.
Jim's goals, Jan's interview of Ted, Bill's planning sheet, Shirley's ideas… all have weights.	+	Assign weights to reflect importance of each factor.
Bill planned for his talk with Jim on the backlog problem.	+	Plan the strategy for important meetings.
Bill has people writing their goal twice.	−	Keep it lean. Avoid duplication and simplify.

Analyzing Bill Taylor's Competencies
The Communication Competencies: Relating to Others

Listening and Organizing		
Bill Taylor's Actions	+ or -	Principles or Guidelines
Bill missed Jim's "growing backlog" and Shirley's prodding of Jim.	–	Give full attention to what is being said.
Jim's mention of printing the appraisal form got Bill thinking about Jan.	+	Block out distractions and side trips.
Bill should have probed Jan's, "I'll be glad to get it over with."	–	Probe for clarification.
Bill's addition to Jan's job description was a good summary.	–	Summarize and restate for verification.
Bill missed Jan's need for reassurance in, "I'm not sure it's what you want."	–	Listen for feelings as well as facts.
Bill treats Jan as Parent-Child and Shirley as Adult-Adult.	–	Avoid stereotyping and prejudicing.

Analyzing Bill Taylor's Competencies
The Communication Competencies: Relating to Others

Giving Clear Information		
Bill Taylor's Actions	+ or -	Principles or Guidelines
Bill prepared Jan and himself for her appraisal.	+	Organize your thoughts to form a clear message.
Bill's analogy of annual visit to the doctor or dentist was effective.	+	Use examples, analogies, figures of speech.
Bill did a good job of briefing Brian on the safety project.	+	Cover the who, what, where, when, why.
Bill planned his meeting with Jim and got him to work with Shirley.	+	Plan the sequence of give and get.
Bill found this easier with Shirley than with Jan.	−	Keep it adult-to-adult, not parent-child.

Analyzing Bill Taylor's Competencies
The Communications Competencies: Relating to Others

Getting Unbiased Information		
Bill Taylor's Actions	+ or -	Principles or Guidelines
Bill's questions to Jan and Shirley were preceded by his own opinion.	–	Hold your own opinion until later.
Bill asks his staff about their objectives for next year.	–	Avoid biased or leading questions.
Bill's asking Jim about the shredding machine was highly biased.	–	Use the funnel technique to draw others out.
Bill's performance review of Jan starting with, "How's Jan?"	+	Probe to clarify and go deeper.
Bill used good probes to help Jan during her appraisal.	+	Use searching and empathic responses (adult-adult).

Analyzing Bill Taylor's Competencies
The Supervisory Competencies: Building the Team

Training, Coaching and Delegating		
Bill Taylor's Actions	+ or -	Principles or Guidelines
Bill distributed next year's management planning sheet without reasons for it.	—	Explain why and describe the desired results.
Bill got Brian to describe how he'll go about the safety project.	+	Get meaningful responses to confirm understandings.
Bill praised Jim for quick turnaround.	+	Build on strengths.
Bill showed Jan her lack of checkpoints for Mark and Elaine.	+ Bill - Jan	Inspect what you expect.

Analyzing Bill Taylor's Competencies
The Supervisory Competencies: Building the Team

Appraising People and Performance		
Bill Taylor's Actions	+ or -	Principles or Guidelines
Neither Bill nor Jan had copies of the last review form.	–	Appraisal is year-round, not annual.
Bill should let Jim handle his people, including Fred.	–	Let the immediate supervisor handle appraisals.
Bill should realize that Fred's leaving early is not a problem.	–	If it ain't broke, don't fix it.
Bill started with Jan's job descriptions and goals.	+	Agree on expectations before appraising.
Bill got Jan to appraise herself.	+	Get employees to appraise self.
Bill called Jan a "nurturing parent" and a "judgmental parent."	–	Focus on performance, not personality.
Bill asked Jan if she'd like to discuss needs, new goals.	+	Elicit employee's development needs and desires.
Bill and Jan never agreed on actions and criteria for next year.	–	Set specific outcomes and actions for next review.

Analyzing Bill Taylor's Competencies
The Supervisory Competencies: Building the Team

Disciplining and Counseling		
Bill Taylor's Actions	+ or -	Principles or Guidelines
Bill corrected Shirley (concessionaire) and Jan (young, good-looking guys) in public.	−	Give corrective feedback in private.
Bill told Jim, "Make me the bad guy. Tell Fred that I noticed it."	−	Don't blame others for wanting correction.
Bill saw Fred leave early three times before telling Jim.	−	Give immediate feedback. Don't delay.
Bill got Jim to recognize that his mounting backlog is a problem.	+	Get employee to acknowledge the problem.
Bill got Jim to accept responsibility. Jim offered to solve Fred's problem for him.	+ -	Get employee to accept responsibility for correction.

Analyzing Bill Taylor's Competencies
The Cognitive Competencies: Thinking Clearly

Identifying and Solving Problems		
Bill Taylor's Actions	+ or -	Principles or Guidelines
Bill's two goals were not being blocked by Fred's leaving early.	−	Identify the goals that the problem is blocking.
Bill dealt with symptoms (backlog) and saw them as the problem.	−	Don't confuse symptoms with problems.
Bill didn't probe or collect data to find causes.	−	Collect data to help identify the root cause.
Bill told Brian, "Let's not jump to solutions until we've learned the causes of the accidents."	+	Explore causes before selecting solutions.
Giving Shirley the scheduling job doesn't solve Jim's problem. It merely reassigns it.	−	A true solution must correct the problem.

Analyzing Bill Taylor's Competencies
The Cognitive Competencies: Thinking Clearly

Making Decisions and Weighing Risks		
Bill Taylor's Actions	+ or -	Principles or Guidelines
Bill did not weigh the risks before asking for food service candidates.	–	Identify the limits, desirables, and risks.
Bill should have seen four options, not just "promote from within."	–	Explore several options that satisfy the limits.
Bill considered his options in planning for his talk with Jim about backlog.	+	Assign weights to pros and cons.
Bill on flextime: "We haven't decided yet… we'll need reactions of key managers.	+	Get input from all stakeholders.
Bill's idea of Tony's replacement overlapping him is unrealistic.	+	Take time to get needed information.

Analyzing Bill Taylor's Competencies
The Cognitive Competencies: Thinking Clearly

Thinking Clearly and Analytically		
Bill Taylor's Actions	+ or -	Principles or Guidelines
Bill was wrong to assume that others won't look up to Fred if he's leaving early.	−	Avoid conclusions based on shaky premises.
Bill made three or four unsupported assumptions about Tony's people.	−	Let fact support feeling as a reality check.
Bill failed to show Jim that another printer would cost far more than the $6,500 in overtime.	−	Beware of fallacies and faulty reasoning.
Bill said, "Don't talk about Tony's leaving… he hasn't told his people."	−	List possible outcomes (anticipate risks).
Bill should have listened to Brian on sample size and "Are our accidents different from anyone else's?"	−	Take time to get needed information.

Relating Competencies to Values and Styles

COMPETENCIES tell us what you know how to do…

STYLES and VALUES tell us your "leanings" …what you are likely to do

The exercise "Relating Styles/ Values to Competencies" can be found on page 133.

Jan's Styles and Values

THEORY X (Parent-Child)		62%
THEORY Y (Adult-Adult)		56%

EMPATHIC	25
CRITICAL	0
SEARCHING	11
ADVISING	24
THINKER	28
INTUITOR	22
SENSOR	17
FEELER	33

n = 1

1. Jan's Theory X and Y scores are very close. Is this realistic? In other words, shouldn't a manager be either X or Y but not both?

2. How is it possible that Jan's score is 0 on Critical and 24 on Advising when both of these response styles are Parent-to-Child?

3. Jan's two high scores on the Communication Response Style exercise are on Empathic and Advising. How would you describe such a person? What kind of behavior would you expect?

Reading Group and Individual Profiles

First consider the Proficiency Composite Score, expressed as a percentile ranking. It compares participants' scores to those in MAP's database.

The Proficiency Composite Score provides an overall snapshot of an individual's content knowledge of MAP's 12 competencies.

SAMPLE PROFICIENCY PROFILE

MANAGERIAL ASSESSMENT OF PROFICIENCY MAP

50%   DATE 08/14/01

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						58%
	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

Reading Group and Individual Profiles

Next… examine each cluster composite score.

Cluster composite scores are more focused than the Proficiency Composite score.

These scores permit a beginning understanding of one's strengths and weaknesses relative to other competency clusters.

SAMPLE PROFICIENCY PROFILE

MANAGERIAL ASSESSMENT OF PROFICIENCY MAP

50% DATE 08/14/01

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							58%
	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

Reading Group and Individual Profiles

The most helpful information comes from individual competency scores.

When related to styles and values scores, they become the basis for building an IDP.

SAMPLE PROFICIENCY PROFILE

MANAGERIAL ASSESSMENT OF PROFICIENCY MAP

50%

DATE 08/14/01

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						58%

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

Reading Group and Individual Profiles

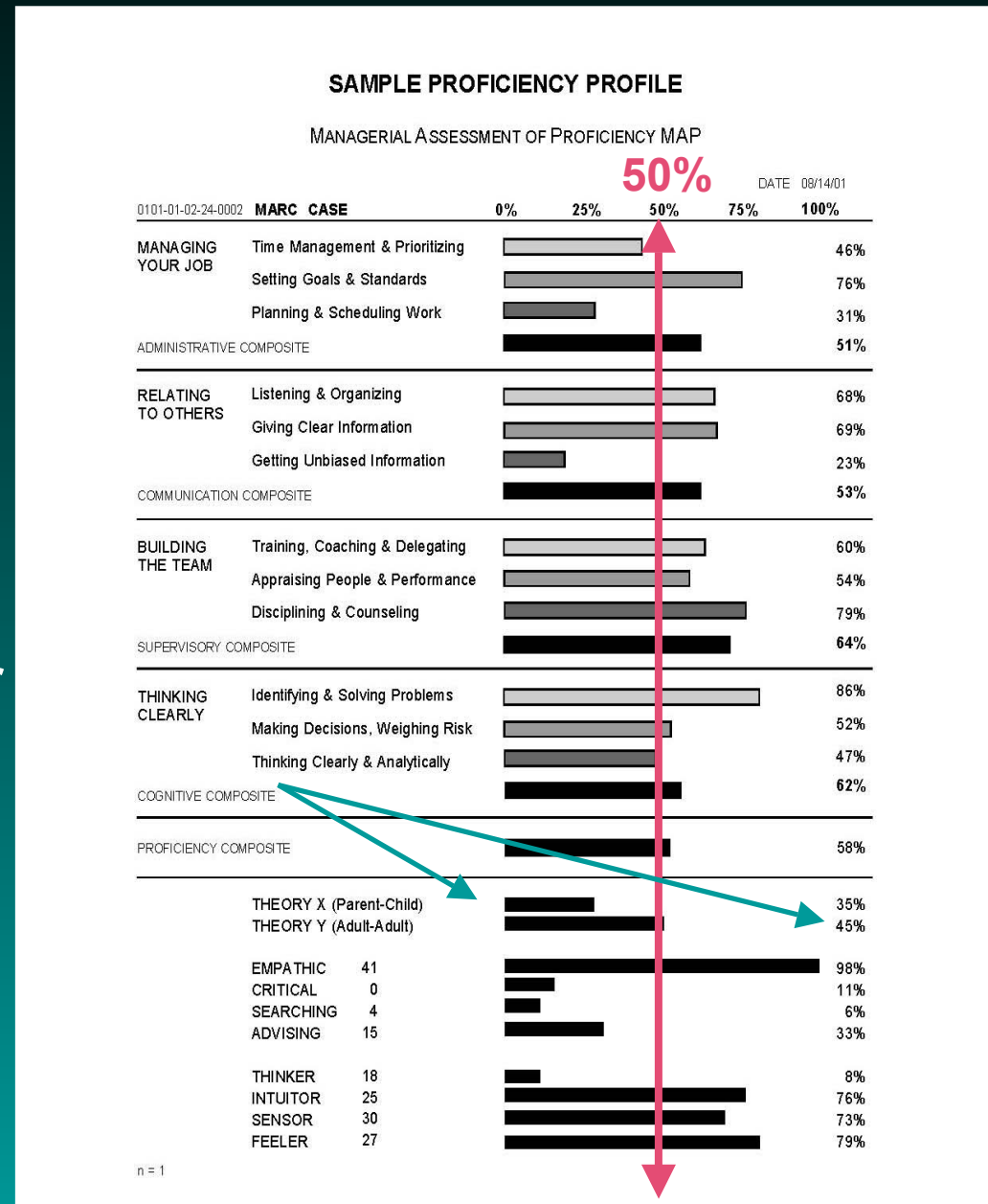**Theory X and Y scores offer insight into how work attitudes/beliefs/ values affect super-visory and managerial performance.**

Remember…Theory X and Y are separate and distinct measures— one can be high, low or balanced in both.
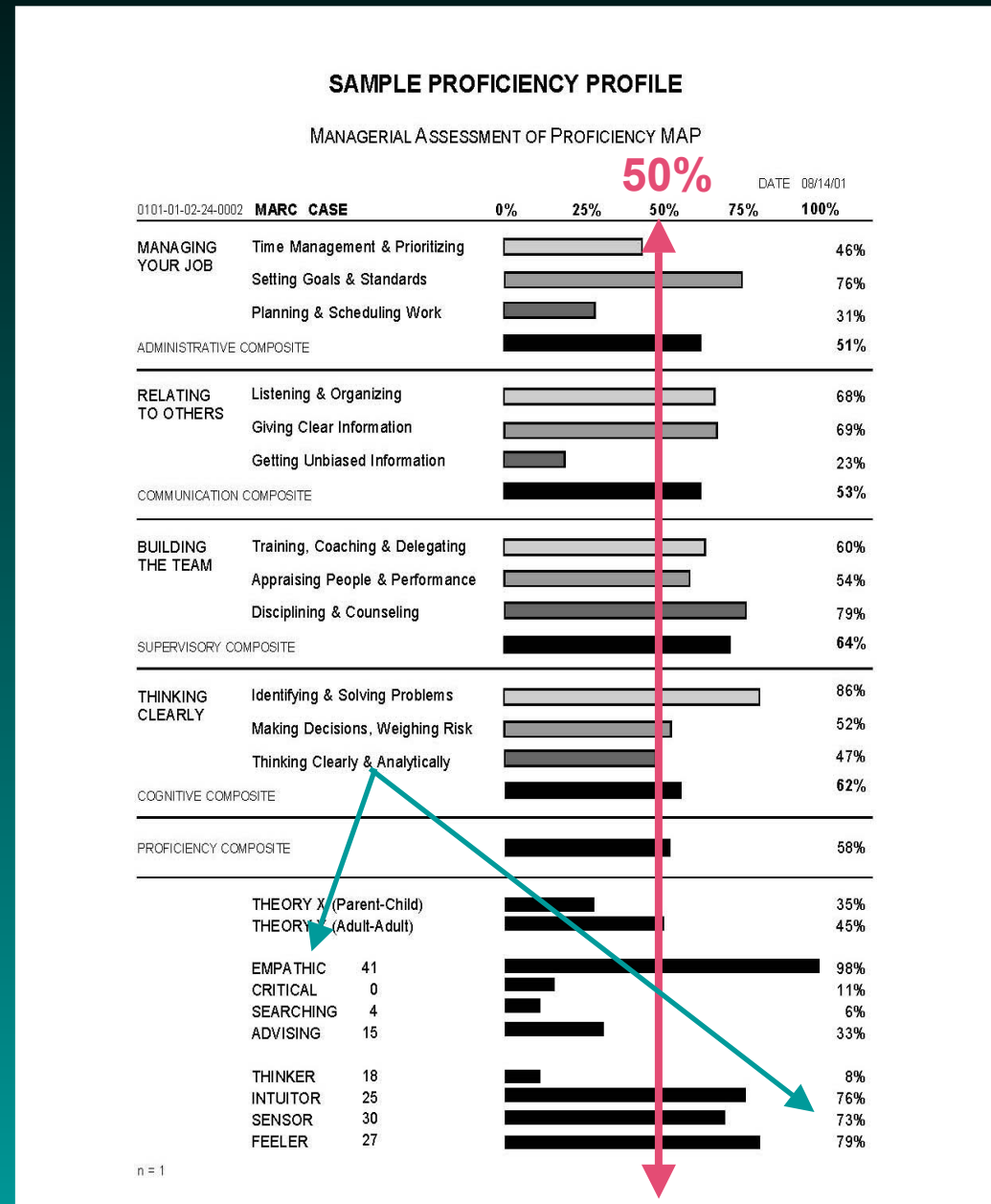
Summing the X and Y scores will not yield a result of 100%.

SAMPLE PROFICIENCY PROFILE

MANAGERIAL ASSESSMENT OF PROFICIENCY MAP

50%

DATE 08/14/01

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		58%

| 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

Reading Group and Individual Profiles

Communication and Personal Style scores are useful in helping to understand the behavior of others and one's self at work.
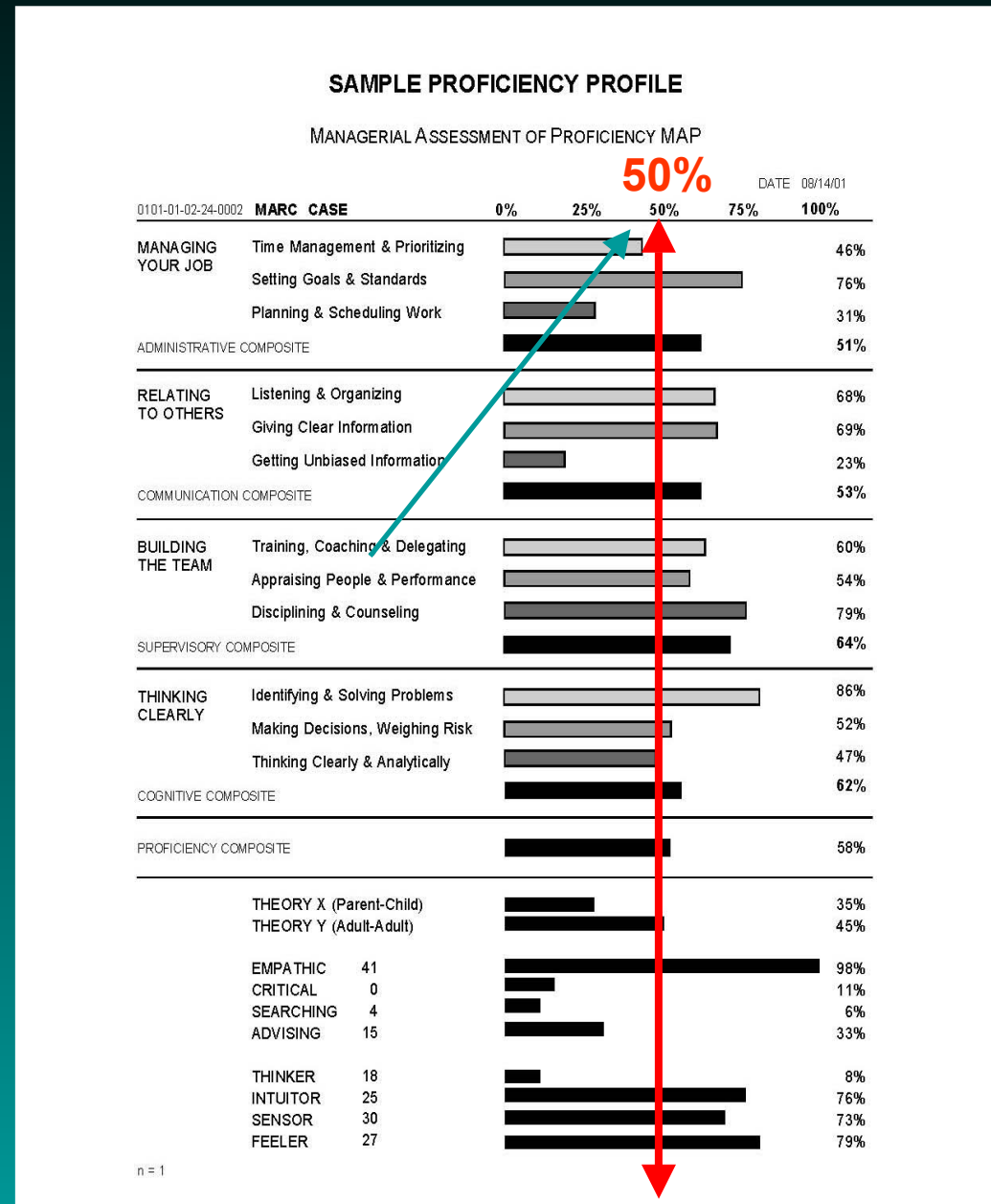
Style scores often explain or diagnose why an individual performed poorly in one or more of the competency areas measured by MAP.

SAMPLE PROFICIENCY PROFILE

MANAGERIAL ASSESSMENT OF PROFICIENCY MAP

50%

DATE 08/14/01

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						58%

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

Reading Group and Individual Profiles

The average team lead, supervisor or manager participating in MAP will likely find that his/ her scores will fall on or near 50%, illustrated by the red line.

50% means that performance on MAP was better than one-half of those who have already taken the assessment. It does not mean that one-half the items were answered incorrectly.

SAMPLE PROFICIENCY PROFILE

MANAGERIAL ASSESSMENT OF PROFICIENCY MAP

50%

DATE 08/14/01

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		58%
	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

MAP Group Composite Profile Interpretation

❖ Where are we strong as a group?

❖ If you were a training director making recommendations to senior management, where do we need to improve as a group?

❖ Any surprises?

Return Individual Profiles

MAP Competencies Wheel

Transfer scores from your MAP Profile to the wheel by changing percentiles to single digit numbers (73% = 7 OR 76% = 8)
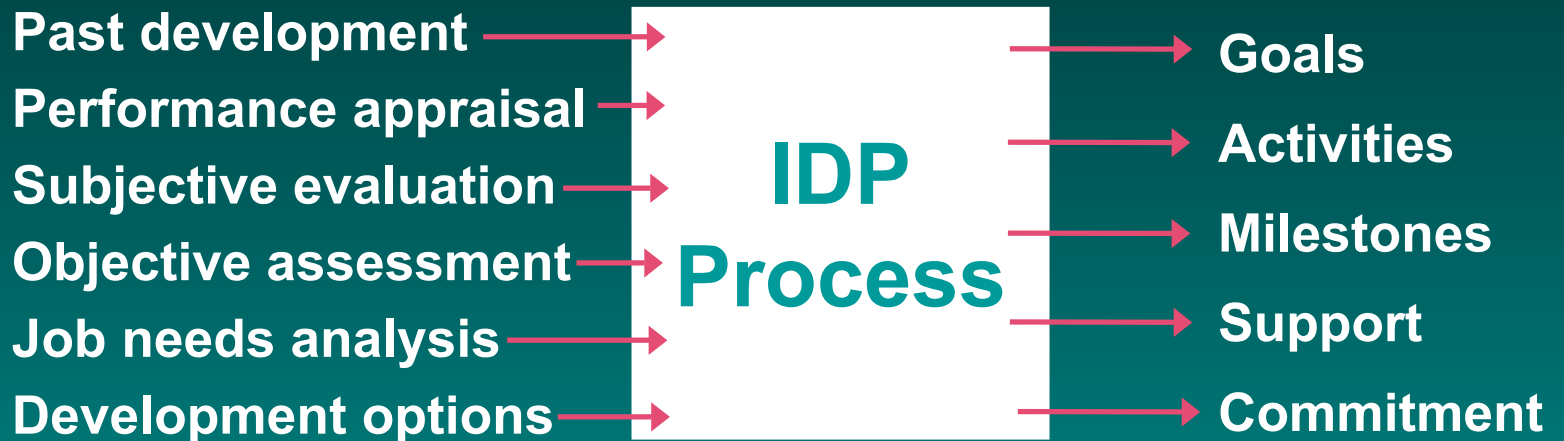
■ = MAP Score

■ = Self-Rated Proficiency

■ = Relevance
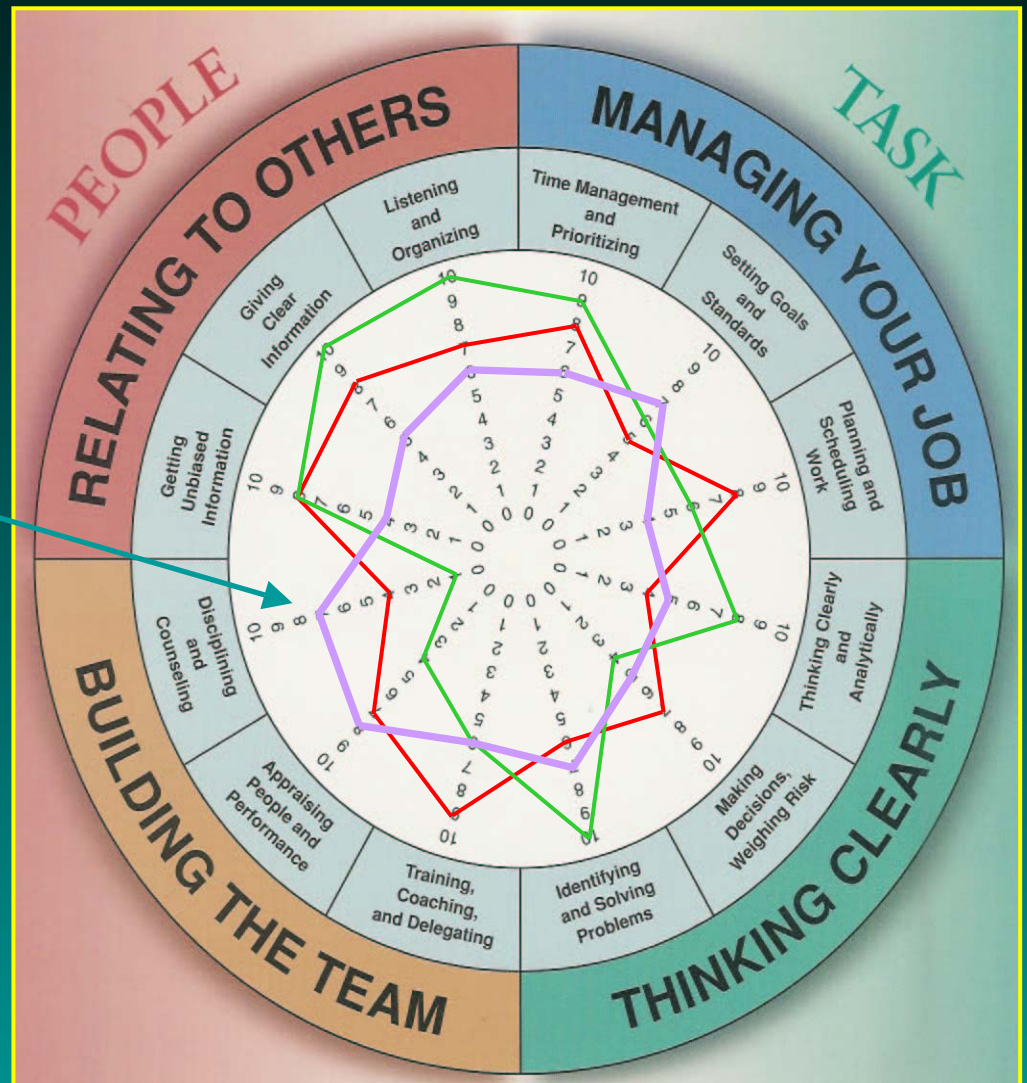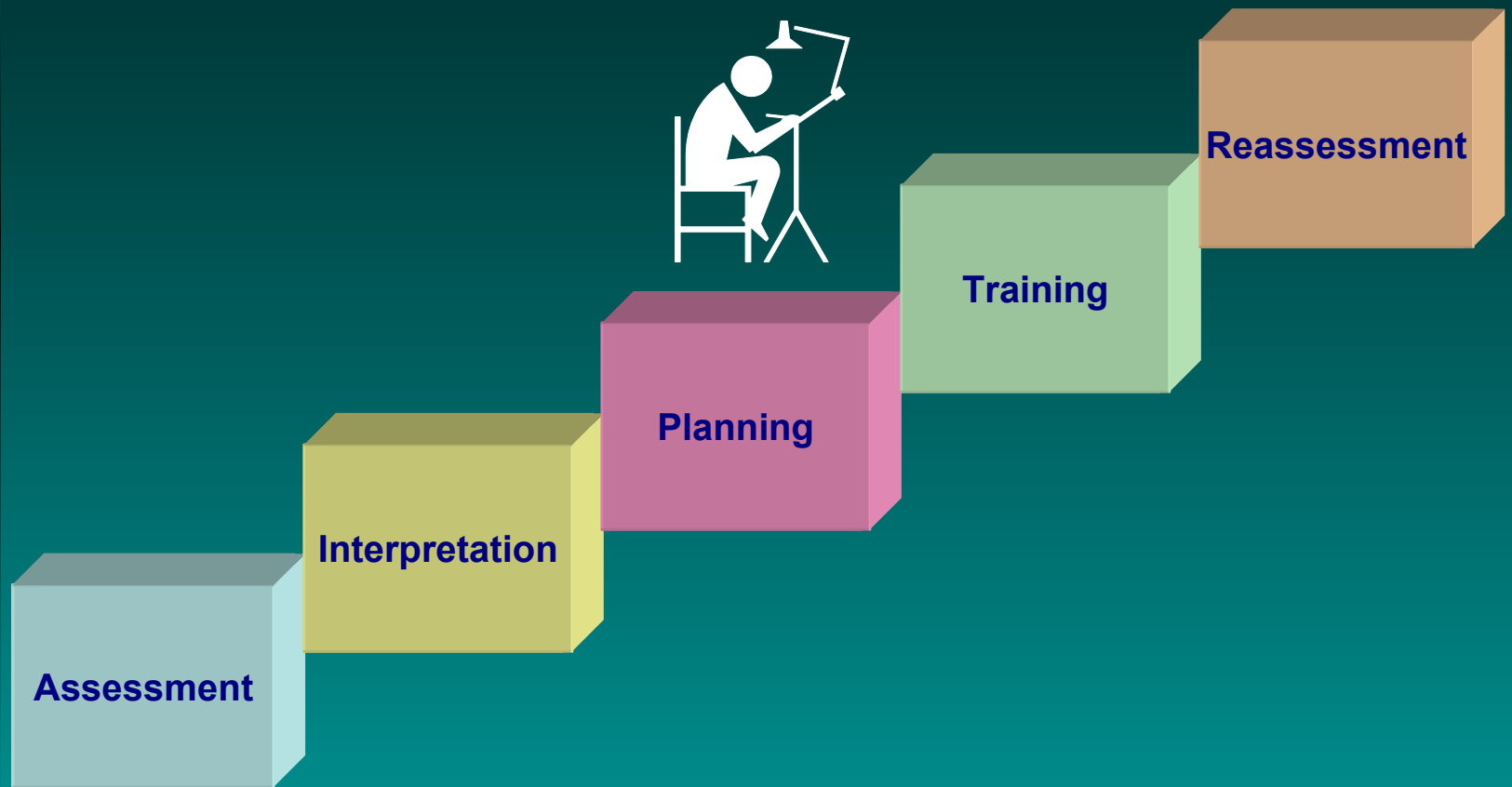
Individual Development Planning

IDP Input

IDP Outcomes

Past development →

Performance appraisal →

Subjective evaluation →

Objective assessment →

Job needs analysis →

Development options →

IDP Process

→ Goals

→ Activities

→ Milestones

→ Support

→ Commitment

Development Activity Levels

GROUP

Support of group

INTERPERSONAL

Others willing to provide
one-on-one feedback

INTRAPERSONAL

Work alone to improve
targeted area

Bill Taylor's Profile

You'll find Bill Taylor's Profile and Individual Development Plan on pages 169–173.

DATE 03/14/01

0101-01-01-26-0025 **BILL TAYLOR**

		0%	25%	50%	75%	100%
MANAGING YOUR JOB	Time Management & Prioritizing					47%
	Setting Goals & Standards					72%
	Planning & Scheduling Work					61%
ADMINISTRATIVE COMPOSITE						**60%**
RELATING TO OTHERS	Listening & Organizing					45%
	Giving Clear Information					65%
	Getting Unbiased Information					37%
COMMUNICATION COMPOSITE						**49%**
BUILDING THE TEAM	Training, Coaching & Delegating					70%
	Appraising People & Performance					44%
	Disciplining & Counseling					63%
SUPERVISORY COMPOSITE						**59%**
THINKING CLEARLY	Identifying & Solving Problems					52%
	Making Decisions, Weighing Risk					65%
	Thinking Clearly & Analytically					41%
COGNITIVE COMPOSITE						**53%**
PROFICIENCY COMPOSITE						55%
	THEORY X (Parent-Child)					73%
	THEORY Y (Adult-Adult)					89%

EMPATHIC   18
CRITICAL   4
SEARCHING   20
ADVISING   18

THINKER   21
INTUITOR   26
SENSOR   33
FEELER   20

Bill Taylor's IDP

Name: _Bill Taylor_   **Dept./Unit/Location:** _Administrative Services Dept._

Date of Entry	Area Targeted for Improvement (Competencies and Styles)	Goal to Be Met and/or Problems to Be Corrected (Reason for Selecting)	Proficiency	
			Actual %	Desired %
Jan.	Getting Unbiased Information: Encourage people to think out their own ideas and not simply echo back what they know I want to hear.	People tend to say what they think I want to hear. My goal is to take time before phrasing questions and make sure to use neutral wording that doesn't show what I want to hear.	37	65
Jan.	Thinking Clearly and Analytically	MAP profile suggests that my thinking might be fuzzy. I probably need to recognize fallacies or faulty conclusions.	41	75
Jan.	Time Management--planning my time proactively rather than reactively.	I enjoy interruptions and often don't see a project, activity, or interview through to completion. My goal is: (a) finish what I start, (b) don't start what I can't finish, and (c) start valuable projects and activities... not "fillers."	47	75

Bill Taylor's IDP
(continued)

Actions to be Taken (Including Persons Who Will Help You)	Time Period	Date For Evaluating Results
Go through EXCEL workshop when offered in the Spring. Get wife, manager, and staff to help me by reminding me each time I unwittingly ask them a leading question.	1st qtr. Jan. - Mar.	1st week April
Take self-study program and read two books that have been recommended by friends.	Early Feb.	End Feb.
Go through EXCEL workshop. Make up a "to do" list daily. Carry portable alarm clock and set it to go off hourly to remind me to check actions against priorities.	1st qtr. Jan. - Mar.	1st week April

Developmental Planning Resources

What you'll need:

- ✓ **MAP Profile**
- ✓ **Personal Development Options (p. 153)**
- ✓ **Bill Taylor's IDP (p. 169)**
- ✓ **Individual Development Plan (p. 153)**
- ✓ **Colored MAP Competency Wheel (optional)**
- ✓ **Preparing an IDP (p. 147)**
- ✓ **Personal Interpretation Worksheet (p. 163)**

Developmental Planning Process

Using your IDP resources:

- ✓ **Identify performance trends by completing pages 175–184 in your materials.**

- ✓ **Draft an Individual Development Plan (IDP), pages 185–186 in your materials**

Commitment and Accountability

Developmental Planning Commitment

❖ Make 6–12 month commitment to IDP activities and goals.

❖ Establish accountability by meeting regularly with a coach, manager or peer support net work.

Strategically Train Using MAP and EXCEL Together

Concentrated 4-hour training module for each of the 12 Competencies.

Stand-alone or seamless add-on to the MAP Assessment.

Fundamental training for team leads, supervisors, and managers.

Managerial Assessment of Proficiency

End