

Instrument Facilitator's Guide



Self Discovery Series
Management Effectiveness
Profile

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2ND EDITION

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Sample Workshop Timetable

The material in this facilitator's guide can be used to run a feedback workshop based on the Management Effectiveness Instrument.

This sample workshop timetable is provided as a guide for how this workshop could be structured and assumes that the individuals participating have completed the instrument before the workshop commenced and had time to read the interpretative notes included in the instrument itself.

If the instrument is to be completed as part of the workshop, additional time will need to be allowed for that purpose. The most suitable times for doing this would be either after the introduction, or following the instrument explanation.

Introduction	Objectives of the session	20 mins
Instrument explanation	Structure of the instrument The 12 categories in brief	15 mins
Major feedback session	Managing and prioritising time Setting goals and standards Planning and scheduling work Listening and organising Giving clear information Getting unbiased information	120 mins
	BREAK	
Major feedback session	Training, coaching, and delegating Appraising people and performance Counselling and disciplining Identifying and solving problems Making decisions and weighing risk Thinking clearly and analytically	120 mins
Action planning	Filling out the personal action plan and making a commitment to improve	20 mins
Question and answer session/close	Questions from participants Summary and close	15 mins

What is Management Effectiveness?

It stands to reason that effective managers or supervisors must be skilled in a number of critical competencies, if they are to help the organisation achieve its goals. The Management Effectiveness Profile can help a manager identify personal strengths and weaknesses within twelve specific competency areas. A manager's effectiveness is consequently tied to the following competencies, under four clusters:

Managing Your Job

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

Relating to Others

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

Developing the Team

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

Thinking Clearly

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

The Management Effectiveness Profile is a self-scoring assessment, designed to help individuals understand more about their relative abilities in the twelve competencies that contribute to managerial effectiveness. The competencies are treated separately, and then combined to create the individual's overall profile.

This Facilitator's Guide aims to provide some additional information on the twelve competencies within the overall profile, and to offer some general feedback that can be given on a one-to-one basis and even to a group of people who have completed the profile.

Note: The Management Effectiveness Profile applies the same competency suite that is used by the extensive MAP® Assessment Centre System developed by Training House/HRD Press. For further information on MAP® please visit <http://www.traininghouse.com/map.html>.

The 12 Categories of Effective Management

MANAGING YOUR JOB

■ **Managing & Prioritising Time**

Managing & Prioritising Time refers to your ability to manage time: to negotiate priorities, exercise self-discipline and control interruptions by shaping the behaviour of others whose priorities are different. It is about becoming time-effective, not just time-efficient.

■ **Setting Goals & Standards**

Setting Goals & Standards refers to your ability to manage activities and projects using measurable goals and standards, while working with others to develop understanding and build commitment. This competency looks evaluating and prioritising goals, intentions, and action standards; eliminating barriers to the goal-setting process; evaluating goals against criteria and standards; and using goals to motivate.

■ **Planning & Scheduling Work**

Planning & Scheduling Work refers to your ability to manage projects and ongoing workflows by applying the major tools and techniques of management. This competency looks at analysing complex tasks; selecting and managing appropriate resources; using systems and techniques to plan and schedule work; and setting checkpoints and controls for monitoring progress.



1. Managing & Prioritising Time

Managing & Prioritising Time refers to your ability to manage time: to negotiate priorities, exercise self-discipline and control interruptions by shaping the behaviour of others whose priorities are different. It is about becoming time-effective, not just time-efficient.

COMPETENCIES THAT MAKE UP MANAGING & PRIORITISING TIME

1. Accomplishes most priorities even when there have been lots of interruptions
2. Is good at catching up when running late for meetings or other events
3. Likes to briefly read his/her correspondence and then prioritise it
4. Aims to clear his/her desk of all paperwork every day
5. Tends to start and finish scheduled activities or events of the day on time
6. Actions every piece of paper that crosses his/her desk
7. Limits working time to a certain number of hours each day and no more
8. Is highly organised
9. Can generally find all the things he/she is looking for
10. Likes to design time into the day to re-schedule or re-prioritise
11. Paces him/herself to ensure that targets or deadlines are met
12. Understands his/her own limitations and the limitations of others

INTERPRETATION OF HIGH & LOW SCORES

Scores predominantly in the fours and fives (“very frequently” and “almost always”) suggest this person is able to organise him/herself and others in order to adjust to significant changes in workload, re-prioritising when necessary.

Scores predominantly in the ones and twos (“almost never” and “occasionally”) suggest this person spends little or no time systematically organising his/her workload. He/she may just tackle the next task with little or no thought.

Managing & Prioritising Time

If you had a bank that credited your account with \$480 every morning and then every evening cancelled whatever part of the amount you had failed to use, what would you do? Draw out every dollar and every cent of course!

Well time is like such a bank. Every morning we are all credited with 480 minutes in an eight hour working day (and 1,440 in a 24 hour period). Every night it writes off as lost whatever you have failed to invest to good purpose. It carries no balance forward and it allows no overdraft facilities. Each new day it opens a new account with you and each night it burns the record for the day.

If you fail to use your day's deposit, the loss is wholly yours. There is no going back. There is no drawing against tomorrow. You must live in the present, on today's deposit and invest in it to get the utmost in health, happiness, service and anything else that is worthy.

Time is a vital resource. Unlike other resources, however, time is not elastic. It's the one commodity that can't be stored, saved up in advance, held in reserve or 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'm doing now? 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 time management is concerned with time effectiveness, as well as efficiency. The following recommendations focus on concepts that successful managers apply daily in managing their time effectively.

One useful way to think about your current activities, or ways in which you spend your present time, is to use a simple matrix with two scales. These are:

1. **Importance** (or the extent to which the activity is more or less important).
2. **Urgency** (or the extent to which the activity needs to be done immediately or can be deferred until a later time).

Once constructed, this matrix creates four segments into which your activities can be plotted. In turn these are as follows:

- 1 **Low urgency and low importance.** This segment is full of activities that are not particularly important to your work or your goals and could occur at almost any time. These include activities such as trivia, gossip, handling junk mail and ‘escape’ activities. All of these items can be **eliminated** in one fowl swoop, and possibly create 20-30 or even 40% more time.
- 2 **Low importance and high urgency.** Items in this segment appear to need dealing with immediately and therefore ‘assume’ an importance that may not be attributable. Many phone calls and mail fall into this category as well as memos, reports and visitors who just ‘drop in’ for a chat. More than 50% of these activities can usually be **minimised** or eliminated altogether.
- 3 **Low urgency and high importance.** Activities in this box tend to confuse people. Many time management approaches emphasise discontinuation of all low urgency tasks. However, this box contains activities that can demand **more** time. This is time to plan or prepare and prevent further unnecessary work in the future. Lack of urgency shouldn’t prevent emphasis upon people management, relationship building and just plain thinking.
- 4 **High importance and high urgency.** This box contains activities that are generally seen to be the most difficult to manage. Significant crises or problems, quickly called meetings and many so called ‘high level’ or strategic demands on your time are all included. While all of these activities need to be carefully managed, the real question is whether they could have been avoided with more planning in box 3 (above).

One statistical study of 400 people in a US manufacturing business showed the following time percentages in each of the four segments in the matrix above as follows:

Importance	HIGH	19%	10%
	LOW	49%	22%
		HIGH	LOW

Urgency

Despite the usefulness of this kind of matrix, analysing how you typically spent your time in the past is only part of the process of helping to schedule your time more effectively in the present and the future. As a result, drawing upon your analysis, the next step is to design a regular and systematic 'to do' list.

Before any list is constructed, it is critical to focus upon what is really important to achieve in a given day, week, fortnight or any future period of your choosing. In fact this quiet reflective thinking is absolutely critical to effective time management, especially as urgency issues will continue to make the first call on your time.

Of course, 'really important' objectives or goals are a very subjective matter. Nonetheless, at this stage, individuals should take a long range view, even months and years in advance if necessary. This long range thinking is critical because it can significantly alter what you may work on in the short-term. For example, if an individual has a long range goal to do a training course, obtain a qualification and use it to change jobs, building in study time or time to 'search the internet' will be important even in the next week.

As we have already suggested, urgent items will always, by their nature, push themselves to the forefront in your 'To Do' list. In these circumstances, it is essential to assess 'urgent' issues carefully to test them for real importance. **Many urgent issues 'masquerade' as important without this being the case.** For example, a colleague may request a discussion or meeting on a topic that is important. However, first you should assess whether it is important to you or whether you are a 'discretionary' participant.

Once you have thought about what is important to achieve and 'weeded out' the urgent issues that have little real importance, you can write out your 'to do' list. Ideally, each item should be written in an action-oriented or outcome-focused way. This means statements such as, 'Ring Sarah for a decision on the photocopier contract' is better than 'Speak to Sarah' or, 'Photocopier contact'. In terms of when such a list should be written, at the beginning of a day or at the very end in preparation for the next day makes the most sense. In either case, aim to stick to a regular time and avoid generating multiple pieces of paper with notes written to yourself to do something later – you should have only one master 'to do' list.



■ POSSIBLE EXERCISE

Ask the group members to individually jot down when they can best find 10 minutes or so in the day to design their 'To Do' list and why they can stick to this regularly.

Ask the group to work in pairs to write a 'To Do' list based on the ten rough notes items shown on the page overleaf **(which should be copied and handed out to participants).**

■ FACILITATOR NOTES

At this stage, participants should only list each item in an outcomes focused way. Some items might have actions rather than one and some kind of rank order would be useful.

Things To Do Today

1. Bill's appraisal discussion
2. Jenny has been late again!
3. Send off professional association fee
4. Send out candidate rejection letters
5. Ring boss about lunch this week
6. Call meeting on car space allocations
7. Prepare staff salary review
8. Thank Peter for his project work last week
9. Sort out the filing system
10. Margaret needs to see me about something important



The six step list below provides a quick summary of what needs to be remembered in order to plan your time effectively in a general sense. These are to make time to:

1. Think (or Reflect)

- Focus on the key issues
- Think ahead (or anticipate)
- Daydream about how things could be done to save time

2. Plan

- List all of your tasks
- Prioritise the important things you have to do
- Set deadlines that are appropriate and realistic

3. Talk

- List calls you should make
- Plan face to face meetings you need to call or attend
- Make space in your schedule for 'drop-in' conversation

4. Read

- Plan time to read quietly
- Rank the reading that is important versus what is discretionary
- Carefully digest key or important information

5. Write

- Make time to respond to notes, letters and memos
- Write to others to initiate action
- Keep notes for yourself to save time later

6. Relax

- Take time out every day to rest
- Build quiet time into your schedule
- Work, rest and play every day



■ **POSSIBLE DISCUSSION**

Ask the group to discuss how they might go about doing all six of these steps every day.

ON-THE-JOB ACTIVITIES THAT CAN BE CONSIDERED

1. Determine if you are “overloaded” by asking yourself if you meet deadlines and accomplish what you say you will accomplish. Discuss this with your manager.
2. Try to use some of the following practices more often:
 - Concentrate on your most important objectives.
 - Delegate the less important tasks to others or let them go undone.
 - Ask yourself if what you’re doing really needs to be done through a committee, or if it can more appropriately and effectively be done alone.
 - Look ahead and determine how your workload can be divided into time periods, with completion dates, and plan accordingly.
 - Do not lose sight of the original goals, even when you must handle unforeseen tasks or projects – return to these goals, adjusting time frames for completion, if necessary.
3. Develop your priority-setting skills by periodically writing down those tasks that are pending and those your manager considers to be most critically important.
 - Ask your manager for feedback about your priorities.
 - Establish ongoing reporting relationships with direct reports, other departments and peers to keep informed of major problems or unexpected results that could alter your priorities.
 - Deliberately manage your in-tray and daily activities according to priority, not personal preference or expediency. Choose two top priority items to be managed in this way. Periodically review your attention to these priorities with your manager.
4. Use a number of these tips to routinely increase your own daily efficiency.
 - Record completion dates for assignments on your calendar.
 - Have your staff represent you at meetings when appropriate.
 - Before leaving work each evening, list the things that need to be done the next day.
 - Return phone calls early in the day or near the end of the day to increase your chances of getting through.
 - Create a ‘to-do’ file and use it as a means of following up on delegated tasks. Set aside time in your weekly calendar for follow-up procedures in your work.

Summary

The Facilitator's Guide has offered some brief interpretation notes for each of the competency categories within the Management Effectiveness Profile. These notes have been written to offer organisational facilitators some additional background information to share with individuals in a one-to-one coaching situation or to share with a group of individuals in a more formal training situation.

Of course, facilitators are likely to want to add to this material as much or as little as they choose and to draw upon their own experience in helping people to develop their overall management skills. Clearly, this should be an on-going process carried out over an extended period of time.