



*Managerial
Assessment
of Proficiency*

MAP[®] 2

Performance Improvement

Management Values/Styles

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Distributed by: HRD Press, Inc.
22 Amherst Road
Amherst, MA 01002
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<http://www.hrdpress.com>

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Management Values/Styles

The way in which you manage situations and supervise people depends on more than the 12 MAP2 competencies. McGregor's management theory of X and Y (embedded in the MAP2 assessment) advances 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.

To provide additional insight into your style, MAP2 took you through two self-assessments: Communication Response Style and Personal Style Assessment. Your **Communication Response Style** helps you to see how you are likely to respond to others at work. Indeed, the way in which we communicate with others is the most reliable indicator of our management style.

The **Personal Style Assessment** examines four behavior patterns that are present in different degrees as part of your personality: Thinker, Intuitor, Feeler, Sensor. Do not be misled by these four labels; they were established by Carl Jung many years ago.

On the 12 MAP2 competencies, higher percentiles are an indication of better performance. However, higher scores on the styles and values are not necessarily better than lower ones. There are no right or wrong styles and values. Rather, your scores are appropriate or inappropriate to the individual, the situation, and the organization's culture and climate.

Theory X/Theory Y

Interpretation

In his book, *The Human Side of Enterprise*, Douglas McGregor presented two highly influential ways of viewing people's motivation in the workplace, known as Theory X and Theory Y.

Theory X assumes that people are lazy, dislike and shun work, lack ambition, dislike responsibility, seek security before advancement, and prefer to be led. In these circumstances, management must persuade, reward, punish, control, and direct people's activities.

Under Theory X, management approaches can range from a "hard" to a "soft" approach. The hard approach relies on coercion, implicit threats, close supervision, and tight controls; essentially an environment of command and control. The soft approach is permissive and seeks harmony, with the hope that in return employees will cooperate when asked to do so. However, neither of these extremes is optimal. The hard approach often results in hostility, purposely low productivity, and hardline demands. The soft approach results in ever-increasing requests for more rewards in exchange for ever-decreasing productivity.

By contrast, Theory Y assumes that people have a psychological need to work, and want achievement and responsibility. Under Theory Y, the essential task of management is to arrange organizational conditions and methods of operation so that by directing their efforts toward organizational objectives, people can achieve their own goals. People who agree with Theory Y believe that, for most people, work is as natural as play—that people have the capacity for self-control, that motivation arises from higher-order needs such as self-esteem and achievement, and that people, if properly managed, will be more than willing to take on responsibility. Finally, Theory Y says that people can be creative and team spirited, and that few organizations make use of these inherent abilities that their people have.

According to McGregor's theory, the role of a manager is not to ask, "Which theory of human nature is right?" but, "What is the reality of our job situation, and how can I motivate my group to keep them involved and contributing?" In other words, whether you as a manager adhere to Theory X or Theory Y will be reflected in how you relate to and communicate with your people in different circumstances.

The table on the following page summarizes some of the assumptions that underpin the X and Y theories.

Underlying Assumptions about Theory X and Theory Y Management Styles

Theory X Assumptions	Theory Y Assumptions
People are naturally lazy; they prefer to do nothing.	People are naturally active; they set goals and enjoy striving to reach them.
People work mostly for money, status, and rewards.	People seek many satisfactions in work: pride in achievement, enjoyment of process, sense of contribution, pleasure in association, and stimulation of new challenges.
The main force keeping people productive in their work is fear of being demoted or fired.	The main force keeping people productive in their work is a desire to achieve their personal and social goals.
People remain children, only larger; they are naturally dependent on leaders.	People normally mature beyond childhood; they aspire to independence, self-fulfillment, and responsibility.
People expect and depend on direction from above; they do not want to think for themselves.	People close to the situation see and feel what is needed, and are capable of self-direction.
People need to be told, shown, and trained in proper methods of work.	People who understand and care about what they are doing can devise and improve their own methods of doing work.
People need supervisors who will watch them closely enough to be able to praise good work and reprimand errors.	People need to sense that they are respected, capable of assuming responsibility, and able to self-correct.
People have little concern beyond their immediate, material interests.	People seek to give meaning to their lives by identifying with larger causes.
People need specific instruction on what to do and how to do it; larger policy issues are none of their business.	People need ever-increasing understanding; they need to grasp the meaning of the activities in which they are engaged; they have cognitive hunger as extensive as the universe.
People appreciate being treated with courtesy.	People crave genuine respect from their fellow man.
People are naturally compartmentalized; work demands are entirely different from leisure activities.	People are naturally integrated; when work and play are too sharply separated, both deteriorate.
People naturally resist change; they prefer to stay in familiar territory.	People naturally tire of monotonous routine and enjoy new experiences; to some degree everyone is creative.
Jobs are primary and must be done; people are selected, trained, and fitted to pre-defined jobs.	People are primary and seek self-realization; jobs must be designed, modified, and fitted to people.
People are formed more by heredity, childhood, and youth; as adults they remain relatively static; "old dogs don't learn new tricks."	People constantly grow; it is never too late to learn; they enjoy learning and increasing their understanding and capability.
People need to be inspired, pushed, or driven.	People need to be released, encouraged, and assisted.

More recently, the field of transactional analysis (TA) brings a pair of terms to help our understanding of Theory X/Theory Y: Parent–Child (Theory X) and Adult–Adult (Theory Y). The table below makes the distinction clear:

Theory X and Theory Y Values

VIEW OF SELF	I'm OK	PARENT (Theory X) Nurturing (Soft X) Judgmental (Hard X)	ADULT (Theory Y)
	I'm not OK	SICK (Theory X)	CHILD (Theory X)
		You're Not OK	You're OK

VIEW OF OTHERS

When we approach situations and people with the attitude that we are right and others are not (I'm OK, you're not OK), we are operating from the parent state. There are two kinds of parent behavior: The nurturing parent tends to protect subordinates—to gather them under one's wings. This manager (Soft X) wants to be recognized as a friend.

In contrast to the nurturing parent, the judgmental parent (Hard X) tends to believe that employees may be 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.

Most people will have a score on both scales (X and Y). If one of your scores is high and one score is low, you show a clear preference for the high score.

If both scores are equal, you have developed a strong management style, responsive to both types of employees and situations: Adult–Adult and Parent–Child.

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

The next four pages will describe how a Theory X style manager and a Theory Y style manager are likely to perform in each MAP2 competency area. **Note:** This is *only* a general guide, as actual performance will depend on the situation.

The Administrative Competencies

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

The Cognitive Competencies

	Parent–Child (Theory X)	Adult–Adult (Theory Y)
Identifying and Solving Problems	<p>Believes that management has the responsibility and superior experience to solve problems, and employees should not attempt it themselves.</p> <p>Sees empowerment as a threat to quality, as unprepared employees attempt to solve problems themselves.</p> <p>May at times be more interested in affixing blame than in resolving problems.</p> <p>Sees problems as an error on someone’s part.</p>	<p>Believes that the employees closest to the problems are in the best position to solve them, given proper training and coaching.</p> <p>Sees empowerment as a means of affixing responsibility with teams and work groups, where it belongs.</p> <p>Avoids blaming employees; prefers to view problems as opportunities for learning.</p> <p>Sees problems as a natural part of any endeavor.</p>
Making Decisions and Weighing Risk	<p>It is the role of a manager to make decisions and the role of employees to put these decisions into action.</p> <p>Tends to base decisions on subjective factors and gut feelings. The process is sometimes emotional.</p> <p>Tends to not gather information from sources and may make uninformed decisions or no decision at all.</p>	<p>Many decisions can and should be made by employees. Managers and employees should work out, in advance, the types of decisions each is responsible for.</p> <p>Tends to base decisions on objective data. Weighs the alternatives on different factors, sometimes with a decision matrix. Takes a rational, unemotional approach.</p> <p>Empowerment means more effectiveness for everyone. Employees will be more committed to the successful outcome of a decision that they researched and made.</p>
Thinking Clearly and Analytically	<p>Tends to oversimplify and to polarize issues as black and white.</p> <p>Often unaware of personal bias or of alternative ways of viewing things.</p> <p>May lead with the heart and follow with the head.</p> <p>Jumps to premature conclusions; does not look for evidence or assign weight; is easily victimized by faulty logic.</p>	<p>Tends to see many shades of gray when analyzing employees and situations.</p> <p>Solicits opinions and viewpoints of others so as to get a broader perception of things.</p> <p>Keeps facts and feelings separate, treating reason and emotion with equal respect.</p> <p>Takes time to weigh evidence, explore alternatives, test assumptions, and evaluate the soundness of the input (premises) and output (conclusions).</p>

The Communication Competencies

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

The Supervisory Competencies

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



On-the-Job Activities to Consider

There is no one prescriptive strategy that will fit everyone's managerial situation. You must develop your own personal plan if you want to become a stronger, more effective manager. The four questions below will help to guide your development efforts.

1. Based on my scores, what is my overall managerial style in most situations, and is this consistently applied in most of my management actions? If not, where might this change?

2. To what degree is my managerial style appropriate/inappropriate to the nature of my work and the type of people I manage?

3. What one or two actions can I take based on my Theory X and Theory Y scores that could improve my managerial effectiveness?

4. What other comments or thoughts occur to you given the data presented in this profile?

Communication Response Style

Interpretation

A vital ingredient of effective communication is being aware of the power you have to affect how the other person(s) will respond to you. The more effectively you listen and respond to others, the more they become aware—even subconsciously—of your responsiveness. As a result, they are more likely to respond positively when your turn comes to talk. In short, your response style serves as a model for those you communicate with and is likely to influence their response style when it is their turn to listen.

If we want to be effective in our dealings with others, it is important to know the kinds of things we do that cause distrust and misunderstanding. Do you ever hear complaints such as “I’d like to help Joe, but he won’t listen to anything I say”? Or perhaps you have heard this one: “Why do they all go to Janet to discuss their problems? I’m their supervisor... not her.” By developing an awareness of our response style and how it affects others, we can work on developing more effective response patterns. By knowing the behaviors we use that turn people off or that influence them to feel understood, we can expand our ability to influence others positively.

The pages that follow contain a description of the four response styles. All four were present in each of the items in the Communication Response Style (CRS) assessment, and you should already have your four scores to reflect the strength of each style. Here is what each score means.

Empathic Response

The empathic response is a nonjudgmental reply that captures the essential theme and/or feeling expressed. This communication mode reflects a positive attitude, sorts out elements of personal value, and goes all the way in making the communication a two-way exchange. A person in this mode will listen between the lines for underlying meanings, will keep an open mind by staying out of a judgmental framework, and will focus on what will be useful rather than on what is wrong. This person concentrates on fostering respect, rapport, trust, and understanding.

By holding back on our rebuttals, we can keep a more objective point of view. The empathic response stimulates the other person by being attentive, alert, and interested in their needs. Such responses encourage the other person to elaborate on their ideas and feelings. They will be willing to open up to the degree that we remain nonjudgmental and noncritical. The empathic listener is like a mirror, reflecting what the other person is feeling. This leads people to open up, comfortable in the assurance that they can talk openly without being criticized or judged.

A major element of this communication style is that the empathic responder avoids the temptation to give advice. When people are given the opportunity to talk about and think through their problems, they have a better understanding of the implications of their problem and will be able to work out their own action plan. Although empathic responders avoid suggesting a solution, they can still remain a resource person who can share information when appropriate. It is important to remember that you do not have to agree with what a person is saying to be an empathic listener. Your empathy extends to their feelings and what they might be experiencing; it need not extend to their actions.

Critical Response

The critical response expresses judgment or evaluation that the other person often perceives as a put-down. This response often results from our natural tendency to judge others, either approvingly or disapprovingly. This responding style often challenges what people say and why they feel the way they do. Even though people may tell you that they want feedback and evaluation, most people do not take kindly to criticism, regardless of the spirit in which it was given. Indeed, as Mark Twain once wrote, there is no such thing as constructive criticism.

Because a critical response is often perceived as a threat, it increases the emotional level of the other person, who feels turned off, labeled, and categorized, and they may choose not to respond. When we become critical, we are likely to “get hooked” into negative feelings that will cloud our objectivity and cause us to jump to false or premature conclusions.

Many factors can lead us to make critical responses. One is the pressure of time and conflicting priorities (i.e., we have other things to do rather than listen to another person’s problems). Another is that the values and ideas of the other person may differ from our own, thus biasing us. Still another is that we have our own experiences and needs, and in our desire to share these with others, we inadvertently adopt ways that are easily construed as being critical or judgmental.

There are three unfortunate outcomes of the critical response. The other person (1) feels rejected or put down, (2) will usually retreat or “clam up,” and (3) will not have a chance to release the feelings and emotions that may be begging for expression. We all give way to critical responses from time to time. What is important is that we know when it is happening and work to overcome the problems that our critical responses may create.

Searching Response

The searching response asks for additional information. Sometimes we need more facts and feelings in order to understand the other person. Sometimes the additional information will help us get to the root of a problem. Sometimes we want to help the other person to “ventilate” and thereby express their emotions. These are all good reasons for using a searching response.

But there are times when a searching response is inappropriate. Too many questions can be felt as interrogation—a feeling of being “grilled” or given the “third degree.” Then, too, we sometimes ask questions to fulfill our own needs, not because we are concerned for the other person. This may disrupt their train of thought. At times we are so busy thinking up our next question that we fail to listen to the other person’s response to our last question. The timing of a searching response is very important. For example, consider the person who is speaking emotionally and in fragmented sentences, describing a current experience (e.g., something dear to them that was just stolen). Even though we have a lot of questions to ask, we might want to use a few empathic ones first (“Sounds like you’re really at a loss” or “You must feel awful, having lost a family heirloom”) to get their emotional level down to the point where they can think objectively and talk coherently. Then, when you feel they can be logical and analytical, you are ready to use the searching response.

Advising Response

The advising response is a recommendation that tells the other person what to do or not do. When we are busy thinking of solutions while the other person is talking, we cannot listen fully to what he or she is saying.

There is a common myth that many people perpetuate: the notion that when someone comes to us with a problem, it is our job to solve it, or at least to tell them what to do. Even when people report on something they have done (successfully or unsuccessfully), we feel obligated to tell them what to do next.

When we give another person advice, we deprive them of the chance to talk through the problem or opportunity. This kind of communication mode tends to build dependency relationships. The best help we can give others is to enable them to work out their own solutions. People feel more self-confident and behave more maturely (independently) when they can plan and organize their own situations rather than have others tell them what to do.

Sometimes we give advice out of a genuine desire to help. Sometimes our recommendations are prompted by our own ego needs—for status, prestige, power, etc. But whatever our motivation, advice is usually given at the expense of the other person’s personal and professional development. It is okay to supply information, ideas, and facts, but we hinder others when we give them advice on things they need to work out for themselves.

Analyzing Your Scores

The CRS assessment has been completed by thousands of people. The scores showed that the **Advising** response was used most often, the **Searching** response was second, the **Empathic** response was third, and the **Critical** response was last.

People in a variety of occupations make up the population that has gone through the CRS. They evidently see their job as giving advice. However, the **Advising** response, like the **Critical** response, can get in the way of effective listening by short-circuiting the flow of information from the other person. In most interactions, these are not desirable responses to use.

Similarly, the **Searching** response can sometimes interrupt the other person's flow of thought or introduce personal biases (since the other person will answer your questions with information that meets *your* need to know but may or may not meet *his/her* needs).

This leaves the **Empathic** response as the most useful means of drawing people out and collecting information without distorting it. Yet this response is the least natural to most people.

Two of our four responses—**Critical and Advising**—are rarely appropriate in adult-to-adult communications. Better results can usually be obtained by using other response styles.

The other responses—**Empathic and Searching**—are responses that treat the other person as a fellow adult. These are desirable responses. As noted earlier, the **Empathic** response is appropriate whenever you want other persons to ventilate their emotions and express their feelings. The **Searching** response is appropriate whenever you need additional information and can get it without interrupting the flow or biasing the reply.

The following table shows communication response styles related to each of the 12 MAP2 competencies.

Communication Response Styles (If Predominant Style/Possible Behaviors)

Competency	Empathic	Critical	Searching	Advising
Managing and Prioritizing Time	May tend to be casual time managers; easy to interrupt because they care about the relationship; need to impose a time management discipline.	May be abrupt with interruptions, even hostile, but can be good time managers.	May be effective time managers in the moment, getting to the point quickly if perhaps a bit too clinically.	May take control of interruptions and schedule next steps to solve problem.
Setting Goals and Standards	May be difficult to pin down on specifics or metrics; but good at <i>helping others flesh out</i> realistic goals and the steps needed to achieve them.	May analyze and evaluate the goals of others and be openly critical rather than taking a guiding approach to improve outcomes.	Effective at guiding others to independent thinking on goal setting, rather than fixing the problem themselves.	May prefer to provide specific advice on how to improve goal setting, rather than helping the other person do this themselves.
Planning and Scheduling Work	May be too willing to compromise plans in the face of adversity; may empathize with others like failings.	Likely to use planning/scheduling mechanisms to hold others accountable.	Will seek to find the answer to why a problem or missed project point occurred.	Will offer the answer to planning/scheduling issues.
Identifying and Solving Problems	Will likely want to hear and offer all perspectives on a problem and how to approach it.	Will analyze the options for solutions; quick to identify drawbacks.	Good at fleshing out the problem and ensuring that all facets are considered.	Prefers to jump to solutions and offers opinions freely.
Making Decisions and Weighing Risk	May make decisions and weigh risk in a more open, consensus-oriented discussion.	More likely to probe for “unturned stones” in responding to the decisions of others.	May probe for decision rationale or more information to understand decisions/thinking.	Prefers decisiveness and will offer a decision when confronted by uncertainty; may gloss over weighing risks.
Thinking Clearly and Analytically	Approach may be to gently guide others’ analysis by nurturing open disclosure of others’ thinking.	Will be quick to point out or correct faulty premises or other flaws in thinking or opinions of others.	Will seek more facts, attempting to identify faulty and true premises; needs to keep the objective in mind.	May jump to conclusions too quickly; needs to advise based on facts and other verifiable factors and information.
Listening and Organizing	Likely good listeners but may need to consider the business objective as well as relating to another’s issues.	Need to listen more for emotional content to avoid an overly critical response. First think, “What’s right?” not “What’s wrong?”	Will focus on organizing so will probe for more information in an attempt to understand; may cross examine.	Favors organizing to get to the point and get to action. Needs to listen more and lead instead of providing answers.

Communication Response Styles (concluded)

Competency	Empathic	Critical	Searching	Advising
Giving Clear Information	Possibly not a strength, focus is on relationship. Needs to learn to recognize when simple facts are called for. May guide other person to seeing more clearly on their own.	A strength, but needs to stop and think first in order to give rounded feedback as opposed to critical feedback.	Probably not a strength. Needs to recognize when to provide information directly.	Needs to stop, collect thoughts, and provide clear information rather than opinion based information.
Getting Unbiased Information	Effective drawing others out but needs to keep the objective in the forefront to shape questions that will achieve the purpose.	Needs to be careful not to put others on the defensive, which will make achieving this competency especially challenging.	Likely a strength, but also needs to be aware that questioning can eventually result in a defensive, less disclosive posture.	Desire to jump to solutions can lead to biased approach. Needs to guard against asking for information to support preconceived notions.
Training, Coaching, and Delegating	Likely to be stronger building relationships and less strong guiding/directing others toward achieving goals.	Needs to stay positive and reward achievement. May tend toward Theory X behaviors and views.	Needs to keep unit objectives in the forefront and use questioning, two-way communication to engage direct reports.	Likely to want to over-manage, needs to hold back and lead/ guide direct reports toward goals.
Appraising People and Performance	May be overly positive and fall short on requiring hard steps and goals to achieve over the next time frame.	May use appraisals to unintentionally punish. Needs to lead discussion with recap of successes and keep a positive forward-thinking outlook.	Will be effective seeking causes for underperformance, but needs to stick to a system to ensure that appraisals satisfy their purpose.	Likely a strength, but needs to lead the direct report in a self-examination rather than doing all the telling.
Disciplining and Counseling	Likely to resist this competency, but can use relationship strength to help influence the desired changes.	Likely a strength but should endeavor to employ the carrot as a motivator since the objective is to correct problem performance.	Could be successful getting to root causes of issues but needs to focus on the unambiguous nature of correcting the problem.	Likely a strength, but needs to focus on providing very clear parameters in this kind of discussion.



On-the-Job Activities to Consider

Personal Interpretation and Plan of Action

My most frequent response is the _____ response.

My next most frequent style is the _____ response.

My next to least frequent style is the _____ response.

My least frequent style is the _____ response.

Based on the order of responses noted above, I would conclude that my communication response style might best be described as follows:

The implication of my response style is that in my communication with others, I will have to make a conscious effort to:

I will know that I've been successful when the other person I'm communicating with begins to:

Personal Style Assessment

Interpretation

The four behavior patterns explored here were first recognized and researched by the Swiss psychoanalyst, Carl Jung, whose book, *Psychological Types*, set forth a remarkably advanced theory of personality.

According to Jung, what really accounts for our personality differences is the mixture of four patterns of behavior that each of us possesses. We are all a combination of Intuitor, Thinker, Feeler, and Sensor. This mixture is genetically determined, Jung believed, and can be seen in infants at an early age. Teachers in the elementary grades have no difficulty in identifying the mixture in their students. Here is what each of the four children typically looks like:

- The **Intuitor** sits alone, seemingly daydreaming. In reality, this child is forming global concepts, integrating experience in different ways, looking for meaning in each, and constantly searching to know the “why” behind each “what.” Being told that something is true is not enough; the intuitor must discover it from personal experience.
- The **Thinker** has a strong need to be correct. This child demonstrates a structured and systematic approach to learning, gathering facts rather than ideas. The thinker is logical, organized, and systematic, and enjoys collecting and processing information and giving much attention to detail and precision.
- The **Feeler** enjoys dealing with the moods, feelings, and emotions of self and others. Learning is visceral as much as verbal. This child is empathetic, sentimental, and in tune with the feelings of others. Feelers are more concerned with the reactions of others than with objective reality.
- The **Sensor** is a here-and-now, action-oriented, learn-by-doing child who must grab the rock or the frog and hold it to know it is reality. This student dissipates anxiety through action rather than by imagining, analyzing, or feeling. Restless and squirmy, the Sensor is tapping feet or fingers while the mind races ahead at 75 mph.

Although your mixture of these four behavior patterns might change slightly over time, they are inborn and relatively stable. Thus, the same characteristics that we just observed in children will be equally apparent as they grow into adults.

The value of knowing your stronger and weaker styles is explained by the concept known as **styleflexing**. Simply put, we will be much more effective in understanding others and helping them to understand us if we are able to flex, or modify, a natural style when we recognize that the person with whom we are communicating has a different mixture from our own. Suppose you are a high Sensor and are trying to sell an idea to someone who is a low Sensor but a high Feeler. You will probably do better if you flex your natural tendency to “come on strong.” Instead of overwhelming a Feeler by listing all the advantages of your idea, you do better by appealing to the Feeler’s natural tendency to talk about the feelings that your idea elicits, and perhaps discuss how others have reacted to it.

As you can see in the table on the following page (middle and right columns), every characteristic associated with the four personality styles can be viewed as either a strength or a weakness. Your strengths, if carried to extremes, will be seen as weaknesses.

No one style is better or worse than the others, and all four styles are present in each of us. Some people have a fairly even balance over the four styles. Such a person should find it easier to styleflex than would, say, a low Intuitor who is trying to communicate with a high Intuitor; there is less distance to move. Most people, however, have a primary style that they have developed over the years. This style has little to do with intelligence or professional competence. All of us draw on all four styles in our communication with others. However, our primary style is our most “natural”—the style we use most often and feel most comfortable with.

PRIMARY COMMUNICATING STYLE	TYPICAL TELEPHONE BEHAVIOR	TYPICAL OFFICE DECOR OR SURROUNDINGS
INTUITOR	Worthy but aloof. Impersonal. Goes off on tangents. Not mindful of your time.	Intuitors are likely to demonstrate their imagination in their selection of new-wave furnishings and decor. Those in "think" occupations and professions have offices resembling many mini think-tanks: round conference tables, chalkboard or notes pinned to walls, offbeat periodicals.
THINKER	"Business like" but lackluster. Little voice inflection. Ticks off specifics. Ordered, measured manner. Sometimes suggests ground-rules for phone conversation, i.e., "Shall we begin with your agenda or mine?"	Thinkers like their work surroundings to be correct and non-distracting. They select furnishings that are tasteful but conventional. Likely to have charts for business use, reports, and reference works nearby. Few touches of informality and color.
FEELER	Warm and friendly, sometimes seemingly too much so. Doesn't seem to distinguish between business and personal calls in the sense that he's likely to be quite informal. Interjects humor, personal associations, question about one's well-being, etc. Likes to "gossip." Talks incessantly. Feels rude if hangs up fast.	Feelers tend to personalize their surroundings, make their offices informal and somewhat "homey." They like warm colors, antiques; big, live plants, mementos, snapshots rather than formal photographs of family. Papers and files, etc., are likely to be messy on the surface, "organized" underneath in a personal way only they can understand.
SENSOR	Abrupt. Staccato. Gets to the point, expects others do the same. Interrupts. Needs to control the conversation.	Sensors generate atmosphere of hard-charging clutter. Mementos, if any, connote action. Desk is likely to be big, messy. Sensor is too busy being neat, too action-oriented to be concerned with image unless coupled with a strong thinker back-up style.

Typical Style of Dress	When Seen as Effective:	When Seen as Ineffective:
<p>Hard to predict. May be like “absent-minded professor,” more into ideas than image, a la Howard Hughes. May be too wrapped up in future goals to think about daily appearance. Alternatively may have imaginative self-concept that may reflect in clothes from stunning to outlandish.</p>	<p>original imaginative creative broad-gauged charismatic idealistic intellectually tenacious ideological</p>	<p>unrealistic “far-out” fantasy-bound scattered devious out-of-touch dogmatic impractical</p>
<p>Conservative, “proper.” Unassuming, understated. Dress invariably appropriate to circumstance. Business-like in office: well-tailored, “correct” in non-work atmosphere. Coordinated and tasteful but without color or excitement.</p>	<p>effective communicator deliberative prudent weighs alternatives stabilizing objective rational analytical</p>	<p>verbose indecisive over-cautious over-analyzes unemotional nondynamic controlled and controlling over-serious, rigid</p>
<p>Dress is more according to own mood than to suit others’ expectations. Likes colorful, informal clothes. Often has sentimental, favorite articles of clothing. Sometimes shows a hankering for old-fashioned touches or “costume” effects.</p>	<p>spontaneous persuasive empathetic grasps traditional values probing introspective draws out feelings of others loyal</p>	<p>impulsive manipulative over-personalizes sentimental postponing guilt-ridden stirs up conflict subjective</p>
<p>Informal, simple, functional clothes are the order of the day. Wants to be neat but not fancy. Tends to categorize: everyday or dress-up. If Sensors see the occasion as being “special,” they throw simplicity to the wind; their competitive zeal then rises to the surface, and they may “out-class” everyone.</p>	<p>pragmatic assertive directional results-oriented objective competitive confident</p>	<p>doesn’t see long-range status seeking self-involved acts first then thinks lacks trust in others domineering arrogant</p>

There are two premises that underlie the value of learning about the four personal styles. One is that by knowing our own primary and secondary styles, we can become less sensitive to the way others see us, as just discussed. The other premise is even more valuable: by determining the primary style of any party we are talking with, we can then communicate with them in their own style and be that much more likely to be understood and accepted. This is the concept of styleflexing, mentioned earlier.

Thus, if you just presented an idea and need feedback on how you have come across, here is how you might word your question for each of the four styles:

To the Intuitor: How does this concept strike you? What do you think of the direction I'm heading?

To the Thinker: Based on your own analysis of the situation, how would you weigh the facts I've presented?

To the Feeler: At this point, I have a need to know how you feel we're tracking and what kind of reaction you've got so far...

To the Sensor: I hope I haven't bored you with more detail than you need. What do you see as the payoff here? And what action comes next?

Although most people take to the concept of styleflexing the way a duck takes to water, there are those who see it as "phony." The usual reason goes something like this: "if two people want to understand one another, they can listen and ask questions and communicate in their own natural styles. Trying to guess the style of another person and then mimic it can get in the way and be distracting to both parties."

This may be true. But it is also true that the successful styleflexer will get comments like this: "Thanks for being open enough to share your analysis of the pros and cons" ... "I appreciate your taking the time to boil it down for me" ... "Now we're on the same wavelength."

In fact, most of us have difficulty communicating with some people. We feel that "the chemistry just isn't right" or that "we're talking past one another." Jung's four communication styles offer a possible explanation for the difficulty: one person's high primary style was low for the other person. If either party had been able to styleflex to meet the other's primary style, then communication might have been more successful.

The following table shows personal styles related to each of the 12 MAP2 competencies.

Personal Styles (If Predominant Style/Possible Behaviors)

Competency	Intuitor	Thinker	Feeler	Sensor
Managing and Prioritizing Time	Likely not the best time manager; needs to impose a few key time management principles to keep the important things on track.	Likely a strength; will use time management when the need arises, but may sacrifice relations to some extent to keep self efficiently on track.	Likely to be a weak time manager, needs to use objectives to stay on track and manage time against own tendencies.	Strength is prioritizing and focusing on results, but may fall short of completing tasks. Needs to complete objectives before jumping to the next key thing.
Setting Goals and Standards	May bite off more than they can chew. Needs to rein in enthusiasm and keep goals attainable and concrete.	Can be effective but needs to push past indecisiveness/fear of failure and commit to goals that are challenging to achieve.	Must guard against perceptions of collateral, interpersonal damage from interfering with setting goals and standards.	Needs to will self to consider strategy first, and then dive into the goals and actions that are needed to achieve results now.
Planning and Scheduling Work	Knows what needs to get done but may resist using disciplined mechanisms to systematize getting from A to Z.	A real strength. Once goals are accepted will be deliberate and effective in planning but needs to guard against over-analyzing.	Really needs to self-impose some planning mechanisms. Works more naturally as the lubricant to ensuring others' plans move along in the right direction.	May act first, without planning. Will benefit from imposing a few key planning principles on own and others' work.
Identifying and Solving Problems	Likely a strength; seeing problems and identifying alternatives. May need help selecting best solution and following through.	Likely a strength, for dealing with complex problems but may over-analyze simple problems to the point of slowing action.	Likely to bring important perspective to team problems but may benefit from a problem-solving methodology for individual problems.	A strength; clarifies and focuses well, needs to force self to take a little extra time evaluating alternatives before forcing to action.
Making Decisions and Weighing Risk	May be idealistic in making decisions, should employ practical decision-making tools and techniques.	Strong analytical decision maker, but needs to guard against analysis-paralysis.	Will benefit from decision-making tools and techniques to ensure consideration of objective, practical business factors.	Strong, action-oriented decision maker. Needs to slow down enough to ensure nothing critical is overlooked.
Thinking Clearly and Analytically	Resists a disciplined approach to considering issues, but creative bent can pull in factors others may overlook.	A strength; likely brings a rational, deliberate thought process that is less likely to overlook key factors.	May act as the conscience in team decision processes. May have a political perspective that can be valuable in assessing business situations.	Prefers action to analysis. Will benefit from imposing a best practice for analyzing complex decisions, situations, or strategies.

Personal Styles (concluded)

Competency	Intuitior	Thinker	Feeler	Sensor
Listening and Organizing	Creative/imaginative bent may influence a high need to consciously decide to focus in order to listen well.	Usually a good listener; will harvest information efficiently but may need to apply feedback skills to help get the most complete picture.	A strength, will draw others out through.	Not a strength; needs to take a disciplined approach to listening as part of general strategy to rein in a nearly impulsive need to take action.
Giving Clear Information	Can be clear and persuasive, but may take a creative approach and may go off track.	A strength, but may use a lackluster, mechanical delivery. Needs to think about and communicate the motivating factors.	Naturally persuasive, needs to use emotional appeal as appropriate but strive to include hard facts in communication.	Can be overwhelming. Would be better served to provide more rationale prior to jumping to action.
Getting Unbiased Information	Needs to withhold judgment and consider information on its own merits. Needs to learn to probe for objective information not just that which supports preconceptions.	Should be an effective interviewer but needs to avoid a cross-examination style that could put the other person on the defensive and inhibit the information provided.	Good at drawing others out, but needs to use this skill to focus on getting facts and hard information.	Needs to avoid leading other person into providing the information that justifies one's own preconception. Avoiding self-bias is as important as avoiding bias in the other person.
Training, Coaching, and Delegating	May have some difficulty with delegating. Needs to use management by objectives to keep business actions focused where they belong.	May delegate drudgery rather than developmentally. Needs to accept imperfection in others and keep the end goal of improving performance in mind.	Can be strong relating to others, therefore needs to make an effort to keep coaching focused on performance.	May tend toward Theory X. Excellent coach in urgent situations but needs to provide direction without micro-managing.
Appraising People and Performance	May not like the nitty-gritty details of performance appraisal but understand its need for progressing toward goals.	May excel with appraisals as with most structured exercises but needs to guard against rigidly imposing a system of evaluation that at times might miss important facets of performance.	Probably as uncomfortable with appraisals as his/her direct reports. Important for him/her to embrace fast, continuous feedback to create a habit of performance dialogue.	Likely prefers fast, continuous feedback as opposed to structured episodes that may not reflect performance in action. May believe they are not worth the analytical effort.
Disciplining and Counseling	Needs to be careful to follow procedure here and should avoid overreacting. May not be tolerant of transgressions that fall outside own values.	Will follow ground rules and may be somewhat cold and detached in a disciplinary situation.	May be good at getting others perspective on an issue requiring discipline. Needs to follow procedure and draw clear lines for correcting behavior.	Likely to be practical, direct, and forceful, leaving little room for misinterpreting consequences if an issue is not resolved.



On-the-Job Activities to Consider

Your Personal Style

1. Based on your scores, describe your personal style below:

2. How would others who know you well describe your personal style? Would they agree fully with your description above? Or would they emphasize other attributes or traits? (If you have had other people evaluate your style, compare their raw score ratings with your own self-ratings.)

3. Based on your answers to numbers 1 and 2, list three to four of your greatest strengths and weaknesses.

Greatest Strengths	Greatest Weaknesses

4. What actions might be taken by you and/or your immediate work group to get full mileage from your strengths and to deal with your weaknesses?
