



# **Use of the ManagementPro™ As a Coaching Tool**

# ManagementPro™ as a Coaching Tool

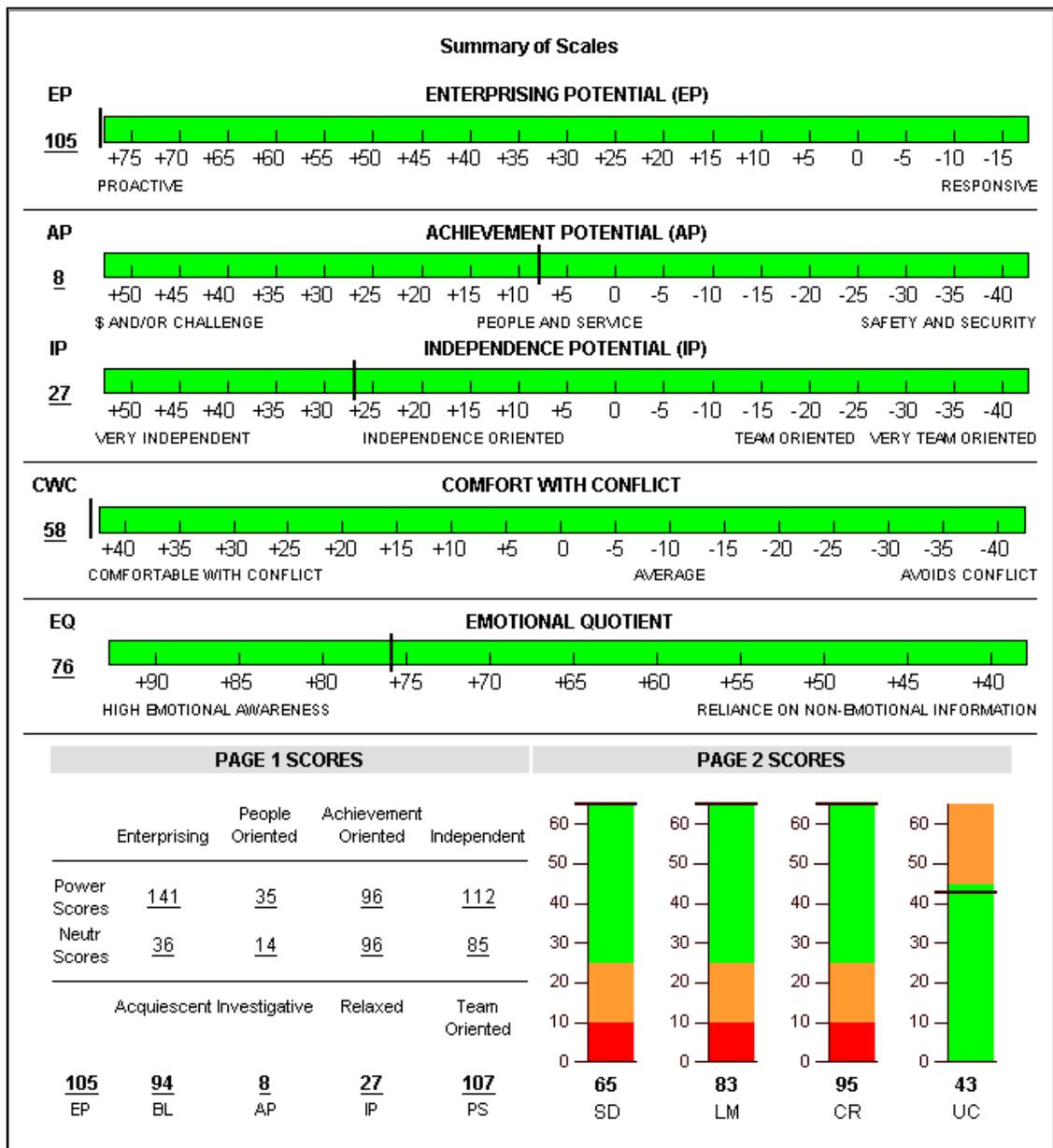
# ManagementPro™ as a Coaching Tool

## Introduction

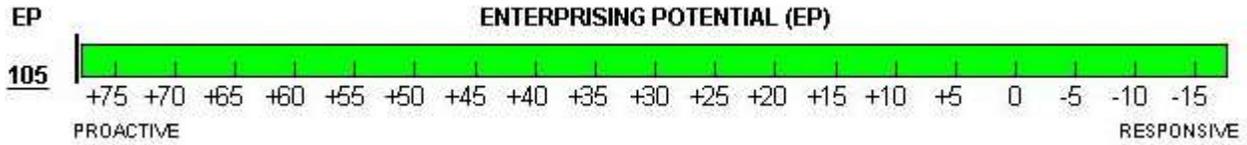
The managers in any organization are critical to its success! Good management makes a good company even better! This guide will help you understand the ManagementPro™ and how to use it to help coach and manage your managers and leaders.

## Summary of Scales

The Summary of Scales is found near the back of the Manager's Report. Each scale describes a critical trait or attitude in a way that helps provide an in-depth understanding of the person. This guide will help understand how each key scale relates to the individual and how to coach him or her.



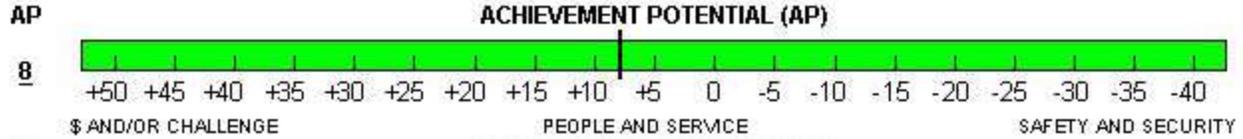
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**Enterprising Potential (EP)** is a measure of the individual's inherent potential to self manage, adapt to changing environments and to organize and evaluate self. There are no right or wrong scores for business professionals as there are very successful people at both ends of this scale. Competitive, entrepreneurial people tend to score on the left side while process oriented, systematic people are often more towards the right side of the scale.

EP Score	Description	Coaching Suggestions
<p><b>EP greater than 80</b></p> <p>Very High Self Management potential</p>	Extremely assertive; operates on own authority; initiates activity; stays focused; not easily distracted; well suited to deal with change	<ul style="list-style-type: none"> <li>• Coach only when it is essential.</li> <li>• Rely on this individual to function effectively (and lead) in changing or fluid environments.</li> <li>• Match with similarly strong mentors, peers and direct reports.</li> <li>• Evaluate and develop planning skills for self and others.</li> </ul>
<p><b>EP 51 to 80</b></p> <p>Strong Self Management Potential</p>	Self starter; initiates activity; operates on own authority; maintains focus well; not easily distracted; can deal effectively with change	<ul style="list-style-type: none"> <li>• Feel comfortable as role model or leader in changing environment.</li> <li>• Coach when necessary/ Never coax.</li> <li>• Match with self managers.</li> <li>• Develop planning skills for self and others.</li> <li>• Ask to define own training needs.</li> </ul>
<p><b>EP 31 to 50</b></p> <p>High Average Self Management Potential</p>	Normally a self starter; often initiates activity and operates on own authority; can deal effectively with change	<ul style="list-style-type: none"> <li>• Develop coaching plan for individual and coach until person is operational.</li> <li>• Supervise only until consistent competence is shown.</li> <li>• Ask individual for training needs and provide feedback as needed.</li> <li>• Suitable for changing environments.</li> </ul>
<p><b>EP 10 to 30</b></p> <p>Average Self Management Potential</p>	<p>Can be an effective self manager if well trained and prepared.</p> <p>Needs ongoing coaching and consistent guidelines to become top performer.</p>	<ul style="list-style-type: none"> <li>• Develop coaching plan for individual and coach until person is operational.</li> <li>• Supervise until processes are second nature.</li> <li>• Develop a coaching plan for this individual that focuses on existing skills and adds new ones gradually.</li> <li>• Match with mentors/direct reports who are similar or greater on EP scale.</li> </ul>
<p><b>EP less than 10</b></p> <p>Needs Coaching or Process</p>	<p>Process oriented; most effective in consistent, familiar, well-defined environments</p> <p>Better suited to supervise a process than manage others.</p>	<ul style="list-style-type: none"> <li>• Provide well defined process for individual and supervision until work is consistent and high quality</li> <li>• Introduce new processes as old ones become second nature.</li> <li>• Develop a coaching plan for this individual that includes regular feedback and review of performance</li> <li>• Focus on existing strengths and emphasize planning</li> <li>• Match with mentors/direct reports who are similar or greater on EP scale.</li> </ul>

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**Achievement Potential (AP)** is a measure of the individual's approach to achievement. Scores on the left reflect an intense, durable challenge motivation which may be demonstrated taking on difficult challenges where the outcome is uncertain. Scores on the right reflect more risk averse people who focus on service and people. Most people are a combination of both and tend to score in the middle of the scale.

AP Score	Description	Coaching Suggestions
<p><b>AP greater than 30</b></p> <p>Highly Challenge Oriented; Driven to Achieve</p>	<p>Will focus on results and may need coaching to avoid personal burn-out if results are not forthcoming.</p> <p>Will have a high sense of urgency and will likely be frustrated with those with less sense of urgency.</p> <p>Will tend to look at difficult situations as challenges.</p>	<ul style="list-style-type: none"> <li>• Coach to focus on getting results without becoming impatient with other people.</li> <li>• Provide interesting challenges to bring out the best in this individual.</li> <li>• Match with peers and subordinates with similar levels of challenge motivation</li> <li>• Help this person balance the 'bottom-line' with the needs of other people.</li> <li>• Coach on effective communication of goals to other people.</li> </ul>
<p><b>AP 11 to +30</b></p> <p>Challenge Oriented with some Service Orientation</p>	<p>Will focus on results primarily and only secondarily on people/service.</p> <p>Will have a high sense of urgency and may be frustrated by those with less sense of urgency.</p> <p>May look at difficult situations as challenges.</p>	<ul style="list-style-type: none"> <li>• Help maintain focus on getting results without showing impatience.</li> <li>• Provide new challenges that will help both the organization and the individual.</li> <li>• Match with peers and subordinates who have AP &gt; 0 for best match.</li> <li>• Help him focus on people/service as necessary.</li> <li>• Develop planning and communicating goals to others.</li> </ul>
<p><b>AP -10 to +10</b></p> <p>Balanced between Challenge and Service</p>	<p>Balanced between getting results and providing high quality solutions for other people.</p> <p>May not always push for results or hold people accountable (especially with AP less than 0).</p> <p>Could have low sense of urgency.</p>	<ul style="list-style-type: none"> <li>• Focus on the process and monitor activity until comfortable.</li> <li>• Build on strong service orientation to enhance client relationships.</li> <li>• Monitor progress and adherence to project schedules regularly.</li> </ul>
<p><b>AP less than -10</b></p> <p>Avoids Risk, Service Focused</p>	<p>Will focus on providing high quality solutions and on the needs of others.</p> <p>Will likely have low sense of urgency.</p> <p>As manager, may have difficulty holding people accountable for results.</p>	<ul style="list-style-type: none"> <li>• Help focus on results, progress of projects while keeping clients satisfied.</li> <li>• Monitor short term goals regularly.</li> <li>• Take advantage of strong service orientation to build great relationships.</li> <li>• Focus on balancing organizational and individual goals into 'win/win' solutions.</li> <li>• Consider motivational factors in matching this individual to a team.</li> </ul>

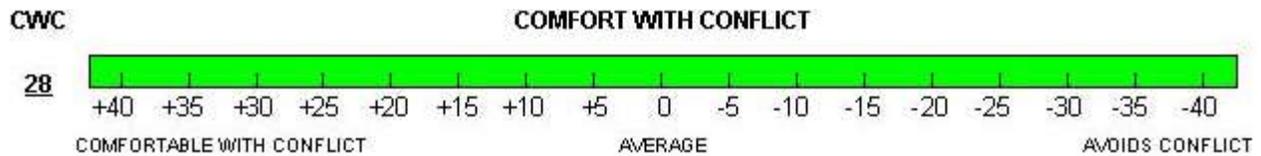
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**Independence Potential (IP)** measures to what degree the individual prefers to fit into existing structure and systems and to what degree he/she would prefer to create his/her own structure and systems. This is an important consideration when evaluating the individual's fit to a manager, team or culture.

IP Score	Description	Coaching Suggestions
<p><b>IP greater than 25</b></p> <p>Very Independent</p>	<p>Will have difficulty adapting to any structure unless he/she created it for self.</p> <p>Very resourceful when faced with unusual situations but may be stubborn and unwilling to take direction.</p>	<ul style="list-style-type: none"> <li>• Outline the essentials and then let him/her get to work. He/she will be resourceful and learn best by doing the work.</li> <li>• Monitor activity until satisfied that he/she is following the appropriate approach when managing others and implementing organizational decisions and strategies.</li> <li>• Consider your approach as he/she may feel there's nothing you can teach him/her.</li> <li>• Be aware of changes being made and discuss their merit with him/her.</li> <li>• Consider using him/her on small or unusual projects and/or small teams.</li> </ul>
<p><b>IP 0 to 25</b></p> <p>Independent</p>	<p>Independent but able to adapt to loosely structured environment.</p> <p>Able to work effectively within a group if allowed to operate somewhat independently.</p> <p>Can be very resourceful when faced with unusual situations.</p>	<ul style="list-style-type: none"> <li>• Show this individual the essentials and then let him/her get to work. He/she will learn best by doing.</li> <li>• Allow him/her to create own structure if needed but monitor it until comfortable that it is suitable.</li> <li>• Be aware of changes being considered and be prepared to discuss their merit with him/her.</li> </ul>
<p><b>IP -20 to 0</b></p> <p>Team Player</p>	<p>A team oriented person who will work effectively within a group and exhibit independence and resourcefulness as needed.</p> <p>Demonstrates a democratic management style.</p>	<ul style="list-style-type: none"> <li>• Provide clear guidelines and structure for this person when managing a team or project.</li> <li>• Integrate him/her to work with and/or manage other team players.</li> <li>• Challenge him/her to come up with new ideas to address familiar problems.</li> </ul>
<p><b>IP less than -20</b></p> <p>Needs Structure and Team</p>	<p>A team oriented person who will follow the rules and work most effectively in a structured environment.</p> <p>Could become dependent on team or structure and would not be expected to lead.</p>	<ul style="list-style-type: none"> <li>• Use a structured group approach to training.</li> <li>• Integrate with a team that has resourceful people who work well with structure and promote teamwork.</li> <li>• Challenge him/her to provide new approaches to old problems.</li> </ul>

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**Comfort with Conflict (CWC)** measures the person’s comfort in situations where there is conflict or potential for conflict. Those on the left end of the scale are generally comfortable with conflict and those on the right end tend to avoid conflict.

CWC Score	Description	Coaching Suggestions
<p><b>CWC greater than 40</b></p> <p>Very Comfortable</p>	<p>Comfortable with conflict. At ease presenting unpopular points of view.</p> <p>May engage in debate or use conflict to further own agenda.</p>	<ul style="list-style-type: none"> <li>• Use in situations where there is high potential for conflict or actual conflict.</li> <li>• Coach on avoiding conflict and identifying those who are uncomfortable with it.</li> <li>• Assure that this person is not creating conflict unnecessarily.</li> </ul>
<p><b>CWC 20 to 40</b></p> <p>Comfortable</p>	<p>Generally comfortable with conflict and able to deal with frank discussion.</p>	<ul style="list-style-type: none"> <li>• Feel comfortable using in most situations where there is potential for conflict.</li> <li>• Use to deal with conflict escalation situations.</li> </ul>
<p><b>CWC 0 to 19</b></p> <p>Uncomfortable</p>	<p>Will tend to avoid conflict.</p>	<ul style="list-style-type: none"> <li>• Put him/her on projects where there are few opportunities for conflict.</li> <li>• Provide a conflict resolution process that will help him/her deal with routine conflict.</li> </ul>
<p><b>CWC less than 0</b></p> <p>Very Uncomfortable</p>	<p>Will avoid conflict.</p> <p>May become stressed or emotional in situations where conflict is a regular occurrence.</p>	<ul style="list-style-type: none"> <li>• Avoid placing this individual in a role that has a lot of conflict</li> <li>• Provide lifestyle management coaching to handle stress.</li> <li>• Provide a conflict resolution process that has someone more comfortable with conflict interceding when necessary.</li> </ul>

## ManagementPro™ as a Coaching Tool

**People Orientation**  
score found on  
bottom left of  
Summary of Scores  
page

PAGE 1 SCORES				
	Enterprising	People Oriented	Achievement Oriented	Independent
Power Scores	141	35	96	112
Neutr Scores	36	14	96	85
	Acquiescent	Investigative	Relaxed	Team Oriented

**People Orientation (PO)** is a measure of how much the individual enjoys meeting new people and building new relationships.

PO Score	Description	Coaching Suggestions
<b>PO greater than 30</b> Very Sociable	Very friendly and engaging; Builds relationships and makes friends quickly; Energized by social interaction.	<ul style="list-style-type: none"> <li>Build on social orientation to create positive impression of organization.</li> <li>Observe whether there is a proper balance between time spent socializing and dealing with business.</li> <li>Monitor when managing to determine if he/she is comfortable demanding performance. (Low AP would be another factor).</li> </ul>
<b>PO 11 to 30</b> Sociable	Friendly, outgoing, sociable; Enjoys meeting new people.	<ul style="list-style-type: none"> <li>Monitor balance between social and business interaction if results are unsatisfactory.</li> <li>Monitor how he/she adapts to different personalities.</li> </ul>
<b>PO -10 to +10</b> Somewhat Sociable	Friendly, outgoing, sociable; Cordial in social situations.	<ul style="list-style-type: none"> <li>Assure that he/she is consistent in approach to other people.</li> <li>Monitor how he/she adapts to different personalities.</li> </ul>
<b>PO less than -10</b> Builds Relationships Over Time	May be uncomfortable in social situations. Prefers to interact with familiar associates.	<ul style="list-style-type: none"> <li>Help develop his/her ease with meeting new people through role play.</li> <li>Introduce to new contacts as often as possible to build confidence in social situations.</li> <li>Integrate into teams where he/she is familiar with at least some of the team.</li> <li>Coach on building working relationships quickly.</li> <li>Pay attention to listening skills.</li> </ul>

## ManagementPro™ as a Coaching Tool

**Investigative (INV)**  
score found on  
bottom left of  
Summary of Scores  
page

PAGE 1 SCORES				
	Enterprising	People Oriented	Achievement Oriented	Independent
Power Scores	141	35	96	112
Neutr Scores	36	14	96	85
	Acquiescent	Investigative	Relaxed	Team Oriented

**Investigative (Inv)** is a measure of the degree to which the individual is interested in learning, technical detail and problem solving.

INV Score	Description	Coaching Suggestions
<b>INV greater than 20</b>  Highly analytical	Very curious; asks a lot of questions;  Will tend to develop in-depth knowledge of many subjects.	<ul style="list-style-type: none"> <li>• Coach to focus on the key elements when dealing with other people.</li> <li>• Help individual determine that he/she has sufficient knowledge, which will boost confidence level.</li> <li>• Challenge with interesting new problems.</li> <li>• Coach on succinct communication and good listening skills.</li> </ul>
<b>INV 10 to 20</b>  Above Average	Interested in learning;  Will be comfortable in roles that require research or attention to detail.	<ul style="list-style-type: none"> <li>• Provide standard training for position and encourage person to focus on essentials.</li> <li>• Ensure individual knows how to handle situation if he/she does not know something.</li> </ul>
<b>INV -10 to +10</b>  Balanced	Has normal approach to learning.  Is interested in assuring that he/she knows enough to be effective and will learn new material as required.	<ul style="list-style-type: none"> <li>• Just in Time (JIT) learning will be helpful allowing him/her to learn best by applying knowledge during training.</li> <li>• Ensure that he/she has the knowledge needed to properly do the job.</li> </ul>
<b>INV -10 to -20</b>  Below Average	Has little interest in learning new skills; will learn the essentials.	<ul style="list-style-type: none"> <li>• Be certain that he/she has the same understanding of the essentials that others have.</li> <li>• Ensure that he/she has the knowledge needed to do the job properly.</li> </ul>
<b>INV less than -20</b>  Learns the perceived essentials	Learns only what he/she feels is necessary to do job competently.  Has little interest in learning new skills.	<ul style="list-style-type: none"> <li>• Build in checks to ensure individual is learning the required information.</li> <li>• Ensure the he/she has the knowledge needed to properly do the job.</li> <li>• Assign projects where he/she has a suitable existing skill set.</li> </ul>

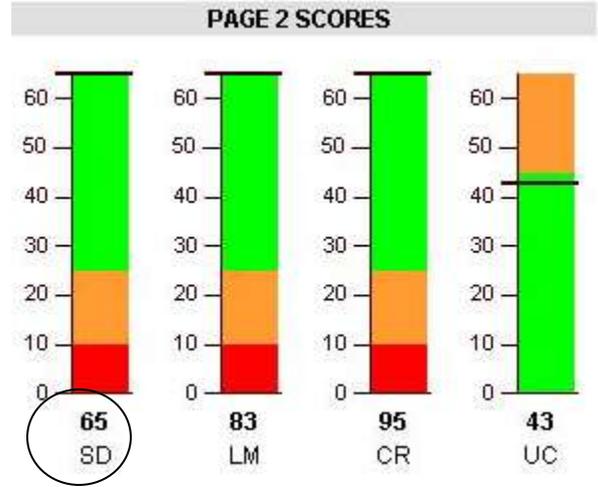
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## ATTITUDES and OPINIONS

These scores are found below the vertical scales which are on the bottom right of the page

### Self Directed (Confidence)

**Self Directed (SD)** is a measure of the individual's confidence and feelings of being in control of one's circumstances. Those who score high on this scale take responsibility for their own actions while low scores may reflect feelings of ineffectualness. NB. Confidence and feelings of being in control may change depending on circumstances in person's life.



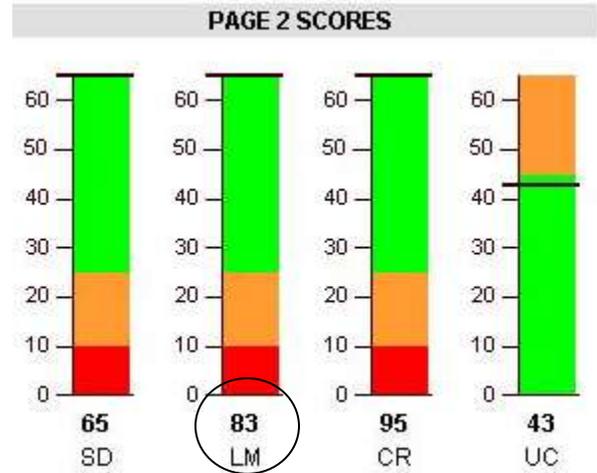
SD Score	Description	Coaching Suggestions
<p><b>SD greater than 40</b></p> <p>Feels in control; very confident</p>	<p>Demonstrates feelings of being competent.</p> <p>Takes responsibility for own actions.</p>	<ul style="list-style-type: none"> <li>• Provide constructive feedback.</li> <li>• Address over confidence by focusing on strengths and then asking if person has any growth opportunities. Focus on growth opportunities only when he/she is feeling strong.</li> </ul>
<p><b>SD 25 to 40</b></p> <p>Average feelings of confidence and being in control</p>	<p>Demonstrates confidence and feelings of competence most of the time.</p>	<ul style="list-style-type: none"> <li>• Provide constructive feedback particularly if he/she is constructively critical about own performance.</li> <li>• Address growth opportunities when individual is feeling good about self.</li> </ul>
<p><b>SD less than 25</b></p> <p>Not confident; may not feel in control</p>	<p>Exhibits lack of confidence.</p> <p>May not always take responsibility for own actions.</p>	<ul style="list-style-type: none"> <li>• Create opportunities for success and allow the individual to succeed by doing the things that he/she is good at doing.</li> <li>• Focus on strengths.</li> <li>• Ignore growth opportunities until person is feeling very confident.</li> <li>• Address one growth opportunity only after focusing on a number of strengths.</li> </ul>

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## ATTITUDES and OPINIONS (continued)

### Lifestyle Management

**Lifestyle Management (LM)** is a measure of how well the individual is integrating his/her work with lifestyle and managing stress. NB. Avoid becoming a counselor when person is under stress. This is a job for trained professionals.



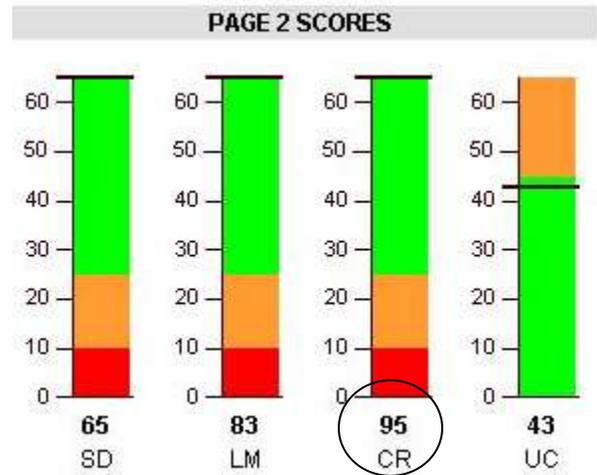
LM Score	Description	Coaching Suggestions
<p><b>LM greater than 40</b></p> <p>Managing lifestyle very well</p>	<p>Appears to handle difficult situations and manage stress in a productive manner; is effective at handling career and personal life.</p>	<ul style="list-style-type: none"> <li>• Provide constructive feedback; individual may be constructively critical about own performance.</li> <li>• Address over confidence by focusing on strengths and then asking if person has any growth opportunities. Focus on growth opportunities only when he/she is feeling strong.</li> </ul>
<p><b>LM 25 to 40</b></p> <p>Managing lifestyle reasonably well</p>	<p>Handles stress of career and personal lifestyle effectively most of the time; may show occasional signs of stress.</p>	<ul style="list-style-type: none"> <li>• Provide constructive feedback; individual will likely be constructively critical about own performance.</li> <li>• Address growth opportunities when individual is feeling good about self.</li> </ul>
<p><b>LM less than 25</b></p> <p>Showing signs of stress</p>	<p>May appear 'stressed out' or even exhibit irrational behavior.</p>	<ul style="list-style-type: none"> <li>• When person is showing signs of stress, it is helpful to decrease workload and to give assignments that have a good chance of being successful.</li> <li>• Minimize contact with clients until signs of stress abating.</li> <li>• Provide stress management training such as PLUS program offered by SMG.</li> <li>• Consider assistance from professional counselors.</li> </ul>

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## ATTITUDES and OPINIONS (continued)

### Commitment Reluctance (CR)

Commitment Reluctance (CR) is an important attitude measure used to determine if the individual has the proper attitudinal approach to managing people and asking them for commitment. Low scores on this scale are unusual and should be explored to assure individual understands manager's role.



CR Score	Description	Coaching Suggestions
<p><b>CR greater than 40</b></p> <p>Very comfortable asking for commitment</p>	<p>Will hold people accountable.</p> <p>Understands the importance of asking for and getting commitment.</p>	<ul style="list-style-type: none"> <li>• If results of group being managed are unsatisfactory, check whether people are doing what they are supposed to do.</li> <li>• If results satisfactory, do nothing.</li> </ul>
<p><b>CR 25 to 40</b></p> <p>Average comfort asking for commitment</p>	<p>Demonstrates some suitable attitudes about building a network for business purposes, handling rejection and sales in general.</p>	<ul style="list-style-type: none"> <li>• As above.</li> <li>• If people not getting results, coach him/her</li> </ul>
<p><b>CR less than 25</b></p> <p>Not comfortable asking for commitment</p>	<p>Not interested or comfortable with the idea of building a business network. Does not like the idea of sales or handling rejection.</p>	<ul style="list-style-type: none"> <li>• As above.</li> <li>• If people not getting results, coach him/her on the importance of commitment.</li> <li>• Read 'Managing Effort; Getting Results' from <a href="http://www.selfmgmt.com">www.selfmgmt.com</a></li> </ul>

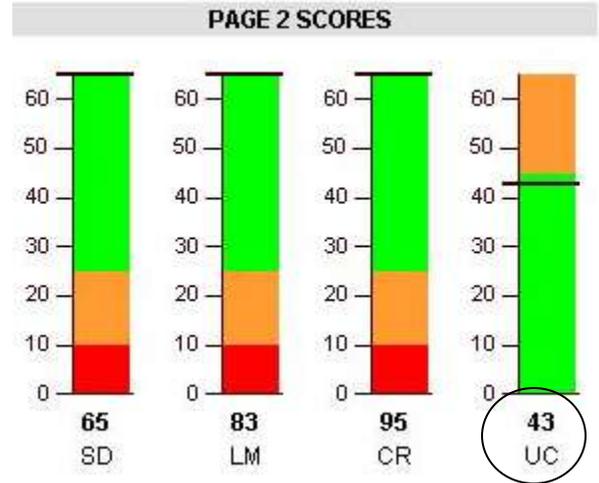
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## ATTITUDES and OPINIONS (continued)

### Uncertainty Coefficient

The **Uncertainty Coefficient (UC)** is a measure of the degree to which the individual may be presenting self in a socially desirable fashion.

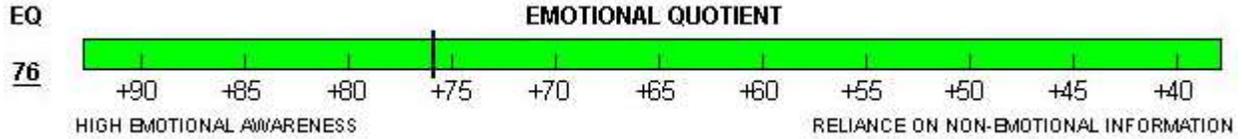
NB. UC items have high 'face validity' which means the person can determine how to answer to create the best impression. The higher the UC score, the greater the likelihood of inflated scores on the other Attitudes and Opinions which also have reasonably high face validity.



UC Score	Description	Suggestions
<p><b>UC greater than 60</b></p> <p>Strong caution</p>	<p>Trying very hard to create the best possible impression.</p>	<ul style="list-style-type: none"> <li>• Observe behavior to validate profile, particularly with regard to attitudes.</li> <li>• Review the optional opinions page which provides the person's answers and clarify where the answers do not satisfy you.</li> <li>• Consider possible reasons for high UC such as language difficulties or random responding.</li> </ul>
<p><b>UC 45 to 60</b></p> <p>Some concerns about reliability of results</p>	<p>Answering in a way that he/she thinks recruiter or manager would want in order to create the best possible impression.</p>	<ul style="list-style-type: none"> <li>• Observe behavior to validate profile, particularly with regard to attitudes.</li> <li>• Review the optional opinions page which provides the person's answers and clarify where the answers do not satisfy you.</li> </ul>
<p><b>UC less than 45</b></p> <p>Profile results likely reliable</p>	<p>Attitudes and opinions likely reflect the real feelings of the person.</p>	<ul style="list-style-type: none"> <li>• Validate attitudes through observation.</li> </ul>

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### EMOTIONAL INTELLIGENCE (EQ)



**Emotional Intelligence (EQ)** is the ability to make use of emotional information. This scale measures ability to identify emotions in self and others, maintain self control, work through emotional influences, exhibit empathy and use good social judgement.

EQ Score	Description	Coaching Suggestions
<p><b>EQ greater than 75</b></p> <p>Excellent</p>	<p>Makes very effective use of emotional information; manages emotions well; uses good social judgement; demonstrates empathy.</p>	<ul style="list-style-type: none"> <li>• Possible mentor for other consultants or team members in areas related to building relationships.</li> <li>• Use in situations where a mature approach is desirable.</li> </ul>
<p><b>EQ 60 to 75</b></p> <p>Normal range</p>	<p>Makes reasonably effective use of emotional information and normally manages emotions well. Tends to use good social judgement and demonstrates empathy.</p>	<ul style="list-style-type: none"> <li>• Provide standard training on interpersonal relations and team building.</li> <li>• Refer to report for this person for more specific details, particularly if score closer to 60 than 75.</li> </ul>
<p><b>EQ less than 60</b></p> <p>Relies on non-emotional data</p>	<p>This person does not always understand emotions of self and others and may need assistance in building better relationships.</p>	<ul style="list-style-type: none"> <li>• Monitor approach to clients and colleagues.</li> <li>• Consider for 'back room' role that focuses on technical skills.</li> <li>• Refer to report for this person to identify specific areas where growth may be desirable.</li> </ul>