MAP Supervisor Debrief

Your direct report has participated in the MAP assessment and development planning process. MAP provides scores on 12 important competencies along with information on 10 styles/values that influence how these competencies are used.

Each of the MAP competencies is defined below. Use this form as a copy master. Consider one manager who reports to you while you read each competency definition. Check in the column provided if you view the competency as a strength or a development need. Leave any competencies that are neither a strength or development need blank.

Use this form and schedule a meeting with your direct report to review your thoughts on their competence in these 12 areas. Your direct report can then include this valuable information when they plan for their development.

Competency	STRENGTH	DEVELOPMENT NEED
Time Management and Prioritizing. Ability to manage time, both your own and others'. Includes such skills as: negotiating priorities; exercising self-discipline; controlling interruptions by shaping the behavior of others whose priorities are not your own; being time-effective versus time-efficient.		
Setting Goals and Standards. Ability to manage activities and projects toward measurable goals and standards, setting these jointly with others so as to develop their understanding and commitment. Includes the following skills: distinguishing among wishes, activities, and quotas; reducing barriers to the goal-setting process; evaluating goals against the major criteria of effective goal setting; using goals to motivate.		
Planning and Scheduling Work. Ability to manage projects (one-time programs) and processes (ongoing work flow) by applying basic management techniques. Includes the following skills: analyzing complex tasks and breaking them into manageable units; selecting and managing resources appropriate to the tasks; using systems and techniques to plan and schedule the work; setting checkpoints and controls for monitoring progress.		
Listening and Organizing. Ability to understand, organize, and analyze what you are hearing so as to decide what to think and do in response to a message. Specifically, includes such skills as: identifying and testing inferences and assumptions; overcoming barriers to effective listening; summarizing and reorganizing a message for recall; withholding judgment that can bias your response to a message.		
Giving Clear Information. Ability to assess a situation, determine the objectives, and give clear, concise, well-organized, convincing messages that will best meet the objective. Includes the following skills: overcoming physical, psychological, and semantic barriers in integrations with others; staying on target and using persuasion effectively; maintaining a climate of mutual benefit and truth.		

Getting Unbiased Information. Ability to use questions, probes, and interviewing techniques to obtain unbiased information and to interpret it appropriately. Includes such skills as: using directive, non-directive, and reflecting questions effectively; employing the funnel technique of questioning; using probes to elicit additional information; recognizing latent and manifest meanings; confirming understanding and obtaining agreement.		
Training, Coaching, and Delegating. Ability to develop people. Includes the following skills: selecting the right people; reaching agreement on plans for action; keeping a balance between input and output; transferring responsibility to the employee; giving feedback effectively; providing appropriate rewards.		
Appraising People and Performance. Ability to carry out a constructive performance appraisal involving joint evaluation of past performance, agreement on future expectations, and development of a plan to see that these expectations are met. Also, the ability to give effective feedback on an ongoing basis.		
Disciplining and Counseling. Ability to provide counseling and discipline in a positive manner; to restore the employee's performance to within the accepted standards or norms without loss of face (respect, trust) on anyone's part; to get the employee to accept responsibility of correcting the deviation within an agreed-upon time frame; and to reinforce the employee for improved performance (or take the appropriate action if no improvement occurs).		
Identifying and Solving Problems. Ability to identify barriers that keep one from achieving personal goals and standards, and applying a systematic set of procedures to eliminate or reduce the causes (root problems). Includes such skills as: distinguishing between symptoms and problems; collecting and weighing evidence relating to causes; and implementing the most appropriate course(s) of action.		
Making Decisions, Weighing Risks. Ability to construct a decision matrix that helps to examine options and identify limits, desirables, and risks to be considered, and then to assign weights to each alternative and select the best option for meeting the desired goals and standards.		
Critical Thinking. Ability to apply logic and think clearly so as to effectively interpret situations and information before deciding what actions to take. Includes the following skills: identifying valid premises and drawing logical conclusions from them; separating fact from inference and assumption; using inductive and deductive logic; recognizing fallacies, false premises, and generalizations based on insufficient evidence.		