

Manager's Scorecard

Your Name: _____ Employee Name: _____ Date: _____



Instructions:

Plotting the Combinations

Determine the Factor Combinations of the individual for A:B, A:C and A:D.

- Factor Combinations may:
- Cross the Midpoint (ex: A > B)
 - Be on the same side of the Midpoint (ex: A & B Both High or Low)
 - Be aligned (ex: A = B)

Scoring

Check off and score 1 point for each of the strategies you regularly use when working with this person.

Total Score: ____ out of 12

Action Planning

Now that you know your score, check out the Action Planning template to plan for future interactions.

A:B Task or People Oriented	<div><div></div>A & B: Both Low</div>	<div><div></div>B > A: People Oriented (Crosses the Midpoint)</div>	<div><div></div>A = B</div>	<div><div></div>A & B: Both High</div>	<div><div></div>A > B: Task Oriented (Crosses the Midpoint)</div>	
	<div>Do I currently:</div> <div><div></div> Offer private recognition for value adds</div> <div><div></div> Make myself available to guide decisions when necessary</div> <div><div></div> Provide supportive leadership and guidance when addressing new tasks or assignments</div> <div><div></div> Communicate information early, allowing time to think things through</div> <div>Score: ____ out of 4</div>	<div>Do I currently:</div> <div><div></div> Give them work that involves frequent contact with other people</div> <div><div></div> Surround them with supportive, encouraging and collaborative managers and peers</div> <div><div></div> Give them face time so they can talk things through and gain buy-in</div> <div><div></div> Communicate verbally rather than via email or in writing</div> <div>Score: ____ out of 4</div>	<div>Do I currently:</div> <div><div></div> Give them opportunities to solve problems by including others or not</div> <div><div></div> Provide a mix of both technical and social communication activities</div> <div><div></div> Balance my communication to include a mix of email, face-to-face, phone and writing</div> <div><div></div> Provide positive reinforcement or private recognition for a job well done</div> <div>Score: ____ out of 4</div>	<div>Do I currently:</div> <div><div></div> Encourage both independent and collaborative opportunities for goal achievement</div> <div><div></div> Give them challenges and solicit input</div> <div><div></div> Give them opportunities to identify solutions, collaboratively or independently, as they so choose</div> <div><div></div> Allow independence and control over their own activities</div> <div>Score: ____ out of 4</div>	<div>Do I currently:</div> <div><div></div> Provide opportunities to broaden their technical knowledge</div> <div><div></div> Recognize the tangible results they obtain (rather than “soft” achievements)</div> <div><div></div> Give them opportunities to figure things out alone</div> <div><div></div> Solicit their input and feedback, particularly when solving problems</div> <div>Score: ____ out of 4</div>	
	A:C Proactive or Responsive	<div><div></div>A & C: Both Low</div>	<div><div></div>C > A: Responsive (Crosses the Midpoint)</div>	<div><div></div>A = C</div>	<div><div></div>A & C: Both High</div>	<div><div></div>A > C: Proactive (Crosses the Midpoint)</div>
		<div>Do I currently:</div> <div><div></div> Clarify how expedited work will help team efforts</div> <div><div></div> Give them variety and allow reprioritization of tasks</div> <div><div></div> Offer support when complex, high-pressure decisions need to be made</div> <div><div></div> Ensure that initiatives and agendas are clear</div> <div>Score: ____ out of 4</div>	<div>Do I currently:</div> <div><div></div> Provide stability, familiarity, and predictability in their job assignments</div> <div><div></div> Avoid last-minute requests and interruptions</div> <div><div></div> Build a supportive environment where they feel comfortable asking for help</div> <div><div></div> Provide appropriate time to process changes and explain the “why” behind the changes</div> <div>Score: ____ out of 4</div>	<div>Do I currently:</div> <div><div></div> Give them the opportunity to adjust their pace of work as necessary</div> <div><div></div> Provide them with constructive criticism when I have to correct or change their work</div> <div><div></div> Take time to listen to their point of view and acknowledge their input</div> <div><div></div> Provide them with a supportive work environment to act on their ideas</div> <div>Score: ____ out of 4</div>	<div>Do I currently:</div> <div><div></div> Explain the “why” behind change and allow them to prioritize their own goals</div> <div><div></div> Give them the opportunity to make independent decisions and contribute to the agenda</div> <div><div></div> Avoid interrupting when they are explaining their ideas</div> <div><div></div> Build regular checkpoints into processes while providing appropriate time to complete tasks</div> <div>Score: ____ out of 4</div>	<div>Do I currently:</div> <div><div></div> Give them frequent challenges and varied tasks</div> <div><div></div> Provide them with challenging assignments that require a quick turnaround</div> <div><div></div> Allow them to voice their opinions and act on their own ideas and initiatives</div> <div><div></div> Keep them free from routines and repetition</div> <div>Score: ____ out of 4</div>
		A:D Comfortable or Cautious With Risk	<div><div></div>A & D: Both Low</div>	<div><div></div>D > A: Cautious With Risk (Crosses the Midpoint)</div>	<div><div></div>A = D</div>	<div><div></div>A & D: Both High</div>
<div>Do I currently:</div> <div><div></div> Encourage and support their flexible approach to completing team initiatives</div> <div><div></div> Value their unselfish team-oriented approach to their work</div> <div><div></div> Give them clarity on timelines and the non-negotiables on deliverables</div> <div><div></div> Encourage and provide supportive insight for innovative thinking</div> <div>Score: ____ out of 4</div>			<div>Do I currently:</div> <div><div></div> Give clear, concise goals and explicit communication about expectations</div> <div><div></div> Clarify task requirements and the process and steps needed to achieve results</div> <div><div></div> Provide a thorough, specific response to their questions and requests</div> <div><div></div> Shoulder some of the risk associated with difficult decisions</div> <div>Score: ____ out of 4</div>	<div>Do I currently:</div> <div><div></div> Help them when they are conflicted when making a decision in a new area</div> <div><div></div> Provide them with an expert or more information when they are making a decision outside their area of expertise</div> <div><div></div> Engage them when a discussion is needed</div> <div><div></div> Help them identify what they need in order to move forward and take action</div> <div>Score: ____ out of 4</div>	<div>Do I currently:</div> <div><div></div> Provide them with the independence to have control over results and outcomes</div> <div><div></div> Make myself or another expert available when the person is making a decision outside of their area of expertise or when structure is unclear</div> <div><div></div> Engage them privately when critique is needed</div> <div><div></div> Provide clear parameters or a framework of new initiatives, allowing for their personal insight</div> <div>Score: ____ out of 4</div>	<div>Do I currently:</div> <div><div></div> Give them opportunities to make decisions and influence the big picture</div> <div><div></div> Provide them with high-level goals but let them achieve them in their own way</div> <div><div></div> Give them authority to make decisions and solve problems their way</div> <div><div></div> Stay receptive to new ideas and change with minimal oversight of their activities</div> <div>Score: ____ out of 4</div>

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Action Plan

Instructions:

Look over the results of your Scorecard to help you complete each section below.

1. Personal Reflection

What have I done well with this individual?

What can I do better with this individual?

2. Action Plan

What specific actions will I take in the next 90 days to enhance the way I work with this individual?

For example: I will take Emily (high Extraversion) to lunch once a month to establish a more personal connection.

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3. Understand the Impact of My Own PI Behavioral Pattern

Knowing my own PI behavioral pattern, what might prevent me from carrying out my Action Plan?

What will I do about that?

4. Check My Progress

I will follow up with _____ (select another participant)

on _____ (date) to discuss my progress regarding this Action Plan.

Support materials are helpful, but they're no substitute for the deep insights a well-trained PI Practitioner.

Contact your PI Consultant or visit www.predictiveindex.com to learn about upcoming workshops.

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