

Administrator:

U.S. Financial (LIMRA Demo)

Date:

Potential for Management Success

The Assessment Inventory for Management (AIM) will help you decide if this individual has the potential to succeed as a manager in your organization. AIM provides information about the individual's potential for success in four basic and two advanced management activities.

Total score for performing the Basic Management Activities

Moderate Potential

Overall score for performing all the Basic and Advanced Management Activities

Moderate Potential

AIM calculates a score from 1 (Low) to 5 (High) for each management activity. There are two total scores: a total score for performing all four basic management activities and an overall score for performing all four basic management activities plus the two advanced management activities. Jennifer's total scores are shown above.

AIM also provides information about the individual's strengths and weaknesses on 11 behavioral competencies that are important to management.

The worksheet at the end of this report is designed to help you organize the information you have gathered about this individual and make an informed selection decision and development plan.

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Management Scores

The chart below shows Jennifer's scores for the Basic Management Activities.

Basic Management Activities					
	Low potential			High potential	
	1	2	3	4	5
Recruiting and Selecting- Identifying, attracting, and selecting qualified people for positions within the unit or field office				X	
Training- Instilling basic skills in inexperienced staff and providing continued development in field office personnel			X		
Performance Management- Helping producers set and achieve goals	X				
Sales Assistance and Support- Providing sales producers with the tools and support they need to effectively do their job and meet clients' needs		X			
Total score for performing all the Basic Management Activities			X		

The chart below shows Jennifer's scores for the Advanced Management Activities.

Advanced Management Activities					
	Low potential			High potential	
	1	2	3	4	5
Field Office Development- Setting unit or office goals and direction as well as taking the steps necessary to meet those goals				X	
Business Management- Managing office finances and running the office in a financially efficient manner				X	
Overall score for performing all the Basic and Advanced Management Activities			X		

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Problem Solving and Decision Making

AIM presented Jennifer with three work situations and asked him or her to respond as if he or she was a manager. For each situation, Jennifer selected one of five possible answers.

In this section of the report, you have the opportunity to review Jennifer's choices and evaluate them in terms of appropriateness. Did the individual analyze the situation correctly? Did he or she select the best resolution to the situation? Follow-up questions are provided that will help you evaluate how this individual analyzes and resolves problems.

Situation #1

One of the better sales associates in the office challenges your authority to set sales goals. How would you handle this?

Possible actions:

- Ask the sales associate how he or she would handle things differently. If the approach is acceptable, use the associate's input in the future.
- Meet privately with the associate. Explain the purpose and value of the goals you set. Show the associate how his or her goals fit in with those of the entire staff. Explain why they are necessary.
- Find out whether this associate should remain as part of your office team. If the associate continues to challenge your authority, terminate him or her.
- Meet with the associate to reach a compromise. Possibly allow the associate to set his or her goals.
- Inform the associate that you will continue to set minimum production goals. Let the associate know that such comments are unacceptable.

Jennifer's choice: Meet privately with the associate. Explain the purpose and value of the goals you set. Show the associate how his or her goals fit in with those of the entire staff. Explain why they are necessary.

Ask: Each of the possible actions for this situation has both positives and negatives associated with it. Why did you choose the action you did?

What are the advantages and disadvantages of the other actions?

Regardless of the choices given for this situation, what would your ideal approach be?

Rate this individual on Situation #1			
	Marginal	Competent	Outstanding
Thorough problem analysis			
Decisive reasoning			
Appropriate resolution			
Overall judgment process			
Overall rating			

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Situation #2

A financial advisor asks for your help preparing a proposal for a large-scale sales project. The advisor is not very familiar with the project. The fiscal year is closing and you have a lot of work to do. In response to the financial advisor's request, what would you do?

Possible actions:

- Give the financial advisor some general guidelines in how to outline a proposal. Let the advisor work out the details.
- Call in an experienced associate to help. Offer the experienced associate a small percentage of the business.
- Tell the financial advisor to prepare several alternative proposals. Review each one and answer any questions.
- Work overtime to help the financial advisor prepare the proposal. Help him or her rehearse the presentation.
- Explain your present workload but offer to help the financial advisor with the proposal at your earliest convenience.

Jennifer's choice: Work overtime to help the financial advisor prepare the proposal. Help him or her rehearse the presentation.

Ask: Each of the possible actions for this situation has both positives and negatives associated with it. Why did you choose the action you did?

What are the advantages and disadvantages of the other actions?

Regardless of the choices given for this situation, what would your ideal approach be?

Rate this individual on Situation #2			
	Marginal	Competent	Outstanding
Thorough problem analysis			
Decisive reasoning			
Appropriate resolution			
Overall judgment process			
Overall rating			

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Situation #3

One of your exceptional employees referred a very good friend to you as a possible job candidate. After interviewing and testing the friend, you believe this person could be successful in sales. During the reference check, you learn that this person misrepresented his or her educational level on the resume. What is the worst way to handle this?

Possible actions:

- Ask the employee who referred this person to you to find out why this person misrepresented his or her educational level on the resume.
- Conduct another interview with this person. See whether he or she volunteers the correct education information.
- Hire this person because, in your opinion, educational level is not really that important for success in sales.
- Don't hire this person because he or she is not honest.
- Conduct another interview and ask this person about his or her education. If the answer does not agree with the reference check, ask him or her why.

Jennifer's choice: Hire this person because, in your opinion, educational level is not really that important for success in sales.

Ask: Each of the possible actions for this situation has both positives and negatives associated with it. Why did you choose the action you did?

What are the advantages and disadvantages of the other actions?

Regardless of the choices given for this situation, what would your ideal approach be?

Rate this individual on Situation #3			
	Marginal	Competent	Outstanding
Thorough problem analysis			
Decisive reasoning			
Appropriate resolution			
Overall judgment process			
Overall rating			

Problem Solving and Decision Making - Overall Rating for this Individual

	Marginal	Competent	Outstanding
Your overall rating across all three situations			

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Development Needs for Behavioral Competencies

AIM provides information about 11 behavioral competencies that are important for management success. Each competency is rated on a scale from 1 (a likely weakness, therefore the greatest need for development) to 5 (a likely strength, therefore the least need for development).

Development Needs					
	Greatest need			Least need	
	1	2	3	4	5
Interpersonal Relationship Behaviors					
Communicating- Exchanging relevant information about decisions, plans, and events that affect work			X		
Counseling- Coaching, instructing, and advising others to improve their performance.		X			
Supporting- Listening to concerns, expressing trust, and being patient and helpful		X			
Leadership Behaviors					
Delegating- Assigning authority and responsibility to others		X			
Motivating- Generating enthusiasm for the work and commitment to task objectives		X			
Rewarding- Providing praise, recognition, and rewards for effective performance		X			
Team building- Developing cooperation, participation, and teamwork; facilitating the constructive resolution of conflict		X			
Networking- Adapting to the environment by actively pursuing contacts outside the office to gather information, improve coordination, and acquire necessary resources				X	
Organization Behaviors					
Coordinating- Directing ongoing field office/unit activities; clarifying job responsibilities, task objectives, and performance expectations			X		
Monitoring- Gathering information about work activities and checking on the progress and quality of work			X		
Planning- Determining work objectives and strategies; using personnel and resources efficiently to accomplish work objectives			X		

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Worksheet

Use this worksheet to combine information you have gathered about the individual, determine whether further development steps are appropriate, and craft a customized development plan.

We recommend the following steps:

1. Decide whether this individual has management potential based on his or her management activity ratings.
2. If this individual has the success potential your organization needs, decide what areas need developmental attention.
3. Create a customized development plan and act.

Management Potential

	Yes	No
Given the requirements of this particular position, do Jennifer's AIM ratings on important management activities fall within your acceptable range?		
Does Jennifer need a customized development plan?		

Building a Customized Development Plan

If a development plan is needed, create a custom development plan for Jennifer, based on:

- Your inquiry and ratings on his or her problem-solving and decision-making ability
- Development needs that AIM identified with the 11 behavioral competency scores
- Your follow-up discussion with Jennifer on what and how to develop key competencies
- One or two learning activities to practice for each development area

Tips for Making Your Development Plan Work

- Development areas should include specific and tangible goals.
- Learning activities should be as specific as possible. Identify what resources are required, use measurable outcomes, and include beginning and ending dates.
- Identify constraints that might prevent successful completion of the development plan (for example, consider the availability of time, people, and tangible resources). Develop a strategy to overcome these obstacles.

Development Areas	Learning Activities
1.	1.
2.	2.
3.	3.
4.	4.