



Mictel

An In-tray Exercise for senior professionals

*Some Sample pages from the
Mictel
In Tray Exercise for Senior
managers*

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Package overview

Mictel program management notes P. 4

Set-up Guide P. 6

Assessor Diary P. 7

Timeline to assist assessors with evaluation of candidates' performance

Individual Items Marking Sheet P. 8

Participant Report P. 14

A self-report for completion at the end of the simulation.

Interview guide P.15

A checklist for assessors, who should interview each participant and discuss how they tackled the in-tray - this information will help them with the assessment.

Example of Marking Guide P. 18

Contains a list of possible actions for each item in the in-tray, indicating whether these should be assessed as positive or negative.

Marking Guide P.30

A page with space for you to insert your own priority item numbers, so that you can prepare your own marking guide where you specify your own criteria.

Overview Marking Sheet P. 31

As above - blank form for inserting documenting your own criteria.

Assessment Guidelines: Management Factors P.34

Guidelines for the sort of evidence to look for within in-trays if you are using the list of management factors we have provided

Assessor Guidelines: Professional Factors P. 35

Guidelines for the sort of evidence to look for within in-trays if you are using the list of professional factors we have provided

Mictel IN-TRAY Exercise P. 37

Pack of items to be given to the participants.

Everything you need to run the session is included in the package including a marking guide and assessment factors



IN-TRAY: Mictel program management notes

Type of activity:	IN-TRAY
Title:	Mictel
Level of difficulty:	High
Numbers involved	Individual written activity
Description	This is an in-tray simulation. Participants are asked to deal with a folder of correspondence in exactly the same way that they would in real life and as if they have just become a manager but cannot contact any of their staff.
Suggested timings	<p>Because they work individually, recording their decisions in writing, it is recommended that an assessor discusses their decisions with them afterwards.</p> <ul style="list-style-type: none"> • 2-2¹/₂ hours to 'handle' the in-tray • 10 minutes to complete the participant report • 20 minutes afterwards for an assessor/participant discussion. <p>Note: Timings can be adjusted so that only the most competent participants deal with all the items.</p>
Seating	Sufficient desk space for the participants to spread out the correspondence and write their responses.
Materials	<p>A folder containing a participant brief pages, self assessment and answer pages.</p> <p>Separately:</p> <ul style="list-style-type: none"> • a participant report • an assessor diary • marking sheets • an interview guide <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Mictel is a complex task aimed at testing senior individuals. To add more pressure, the time allowed can be reduced, but Mictel should never be run in less than 90 minutes. The exercise can be done as a group exercise but is more suited to individual assessment.</p> </div>
Instructions	<p>Staple together any multiple-page documents in the in-tray following the instructions given on p. 4 of these notes. Give out the folders containing the participant brief.</p> <p>Give a five-minute warning of the end of time. Announce the end of time and have the participants replace all the paperwork in the folders, making sure that they include any working notes.</p> <p>Ask the participants to complete the participant reports and add them to their folders.</p> <p>Pass the folders to the assessor(s) with the interview guide. When the interviews are completed, give the assessor(s) the marking sheets plus any other appropriate assessment documentation.</p>



IN-TRAY: Set Up

Required

For each participant:

- One copy of all the documents
- One folder with the activity brief.
- One small envelope (6¹/₂" x 9") (see instructions for pages* 42-46 inclusive).

Instructions

1. Attach pages 38-40 with a paperclip to the inside front of the folder.

2. For pages 42-46:

- Put the single sheets in order, with no paperclips or pins.
- Fold all the pages together and insert in the envelope. (Use a plain envelope, not one printed with your company logo or details.)
- Address the envelope to "GMS&S (incoming)".

3. For pages 47-89 inclusive:

- pages 47-52 paperclip
- pages 53-54 paperclip
- page 56 single sheet
- page 57 single sheet
- pages 59-66 staple and paperclip page 58 to the front
- pages 67-70 single sheets
- pages 71-73 paperclip
- page 74 single sheet
- pages 75-77 paperclip
- pages 78-83 staple
- page 84 single sheet
- pages 85-86 staple
- pages 87-89 single sheets.

Mictel simulates a real "In Tray" so it is prepared just as the candidate would find it in real life. Performance is judged not only on the decisions made but he way they are communicated

4. Put all the documents in the folder, placing the envelope containing pages 42-46 on top.

* All page numbers refer to the document page numbers contained within the document code on each page.



Participant Brief page	Item	Action
40	Mictel Ltd: organization chart	<p>No action called for - the participant may decide to take it with them for further study.</p> <p>Notes added by the participant may be evidence of factor D.</p>
43	Organization chart: Sales and Servicing	<p>No action but the participant may decide to take it with them for further study.</p> <p>Notes added by the participant may be evidence of factor D.</p>
44	Memo about hotel and travelling costs claimed	<p>Positive indicators</p> <ul style="list-style-type: none"> • Arrange to discuss the problem with Len Jones after the 1st. • Pass it back to Len Jones, suggesting he investigates discreetly and gets the claim back, ready to discuss after the 1st. • Tell Len Jones to investigate discreetly and, if he finds <i>positive evidence</i>, to instigate a disciplinary hearing. • Take action to obtain a copy of the relevant 'Staff Regulation'. • Initiate action to make sure receipts are obtained in future. <p>Negative indicators</p> <ul style="list-style-type: none"> • Return the item to Len Jones with no guidance on how to handle it. • Plan to see Bill Reynolds himself/ herself, without Len Jones present.

The marking guide provides an assessment for each task and provides positive and negative factors against which to assess the candidates work



IN-TRAY: marking guide

General points

Sorting

How has the participant left the papers?

- Order of priority?
- Covering note to secretary about how to deal with the file?
- Linked items next to each other, or attached?

Priorities

Has the participant dealt with priority items?

Note: Assess under 'General' section in marking sheets whether priority items are dealt with: assess under *each* item quality of decision/action taken.

Confidentiality

Is 'personal' correspondence treated as confidential?

- Who gets a copy?
- Are items replaced in sealed envelopes?
- Are items marked to be kept by participant?

Layout

How easy is it to deal with the papers?

- Are instructions clear?
- Are instructions written on items or firmly attached?

Amount of work covered

How many items have not been dealt with?



IN-TRAY marking sheet

Two pages are provided:

Page 1

- has a wide column for noting comments about the general appearance of the in-tray, as noted on the front sheet of the marking guide
- has two columns for the first two IN-TRAY items.

Page 2

- has a series of columns for the remaining items in the in-tray
- can be reproduced as often as needed to provide sufficient columns for all INTRAY items

There is a complete set of marking sheets in each of the five activity sections in this volume. However, you will need to produce your own if you amend or discard any of the contents of the IN-TRAY activities, as the items are listed along the top of the columns. You will also need to mark appropriate columns with an asterisk to indicate your selected priority items.



IN-TRAY: assessor guidelines

Participant: _____

Assessor: _____

The managerial and professional competencies allow assessors to grade candidates against key benchmarks

Management Factor	Evidence	
A. Responds positively to change, whether of people, procedures, tasks, constraints or objectives. Initiates change and seeks change as opportunity.	<p>How did they respond to this situation?</p> <p>Did they initiate any changes within their role in the activity?</p>	
B. Expects and accepts responsibility for self, others, the organization and the environment. Is decisive and in the driving seat. Manages proactively for the greater good of the community.	<p>Did they make decisions or did they defer this for lack of information?</p> <p>Did they initiate activities?</p>	
C. Behaves confidently, in command of self and situation. Exercises power and influence.	<p>How confident do they appear in their correspondence?</p> <p>How confident were they in their interview with the assessor?</p>	