

# **Perspectives -- 360 Assessment Instrument**

**HRD Press**

Training House Inc.

Princeton, NJ & Amherst, MA

Version 1.0

To be completed by the: **Self**

# INTRODUCTION

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Perspectives is a management assessment instrument designed to help you identify your management development needs and job strengths. It is a tool that you can use to create and prioritize development activities to increase your managerial effectiveness.

Perspectives is based on studies that identified key competencies and behaviors necessary for effective performance in most management/leadership positions.

To complete Perspectives, perform the following steps:

Step 1. Fill in demographic and job information about yourself.

Step 2. Provide two ratings for each management behavior.

1. Identify the proficiency level that is required for successful performance in your job.
2. Identify your current proficiency level.

Please note the following:

- This questionnaire is designed for a wide range of management/leadership positions. Management behaviors listed here may not be required for your job. If you feel the behavior is not required for your job, you may rate the item as "No Proficiency" under the required rating column.
  - When you provide your ratings for the behaviors, keep in mind that it is unlikely that all are required equally in your job or that you do everything equally well. Your careful thought will result in more useful feedback.
  - The information you provide will be used to create a personalized feedback report to assist you in your development planning. The results of this questionnaire are in no way associated with selection, promotion, or performance appraisal and are to be used strictly for development purposes.
  - The results are confidential. Your supervisor, peers, and direct reports will not have access to your data or your feedback report, unless you provide them with a copy.
  - You should provide your ratings within the context of your own environment and responsibility areas.
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# Demographic and Job Information

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The following demographic questions will be helpful for assessing the needs and strengths of different populations. For each question, use the pull-down menu to select the number that matches your response choice.

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1. Your position most directly contributes to:
  - (1) Production
  - (2) Marketing/Sales
  - (3) Administration
  - (4) Customer Service (Internal or External)
  - (5) Another Area
  
2. How long have you been in your existing position?
  - (1) Six months or less
  - (2) Between 6 months and 1 year
  - (3) Between 1 and 2 years
  - (4) Between 2 and 5 years
  - (5) More than 5 years
  
3. Which of the following best describes your existing position?
  - (1) Entry Level
  - (2) Non Supervisory
  - (3) First Line Supervisor
  - (4) Program or Project Team Leader or Coordinator
  - (5) Manager
  - (6) Technical Advisor
  - (7) Other Individual Performer
  - (8) Executive
  
4. What is the total number of employees in your work unit?
  - (1) 1-10
  - (2) 11-30
  - (3) 31-50
  - (4) 51-75
  - (5) 76-100
  - (6) More than 100
  - (7) None; not applicable

# Required and Current Proficiency Levels

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## INSTRUCTIONS:

Following are 68 management behaviors. Use the five-point scale to provide two ratings:

1) The level of proficiency required for successful performance in your job. Consider factors such as:

- the complexity or difficulty of your job
- the relevance of the behavior to your current position, and
- the knowledge or skill it requires.

Think about what your job requires without regard to your own skill level.

2) Your current level of proficiency. Think of the full range of your experience on and off the job, without reference to any particular position.

- Select both your "required" and "current" ratings from the pull-down menus on each question screen.

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<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>D</b>
No Proficiency	Low Proficiency	Moderate Proficiency	High Proficiency	Vry High Proficiency	Don't Know

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## Tasks

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1. Controls interruptions so as to keep activities on target.
2. Negotiates priorities in an attempt to resolve conflicting demands for time.
3. Keeps personal workload manageable by delegating and giving work to others.
4. Makes productive use of time in meetings and when on the phone.
5. Evaluates new projects and activities for their relationship to the organization's goals.
6. Sets goals for self and others, and evaluates progress against these goals.
7. Does not allow daily crises and interruptions to interfere with meeting our goals.
8. Uses goal setting as a process for getting commitment from self and other employees.
9. Relies on input from others to help set realistic goals.
10. Looks for ways and welcomes ideas on how to improve the way projects or tasks are being done.
11. Takes sufficient time to plan and schedule projects before launching them.
12. Shows skill in organizing a variety of activities to meet or exceed expectations.
13. Shows skill in managing projects and new assignments.
14. Pays attention and listens actively when others are explaining something.

# Required and Current Proficiency Levels

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No Proficiency	Low Proficiency	Moderate Proficiency	High Proficiency	Vry High Proficiency	Don't Know

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## Tasks

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15. Confirms understanding by summarizing after listening to a complex message.
16. Is good at remembering information that was discussed previously.
17. Shows interest by asking questions, focusing on the speaker, and summarizing.
18. Listens to the other's message and avoids letting personal bias get in the way.
19. Communicates in a clear, concise, well-organized, and easily-understood manner.
20. Sets others at ease and maintains a positive climate in communicating with others.
21. Speaks and writes in a way that is focused and to the point (relevant).
22. Uses words and language skillfully to convey facts and feelings.
23. Avoids asking leading questions that bias the respondent's answers-e.g., I like it. What do you think?
24. Uses questions effectively to get accurate information from others.
25. When questioning others, patiently listens to answers.
26. When explaining new procedures, gets participation and active responses from others.
27. Effectively trains and coaches others as an integrated and continuous managerial responsibility.
28. When delegating, takes time to cultivate "buy-in" and commitment from others.
29. Delegates and shares assignments that help others to grow and develop.
30. Gives feedback to let others know how they are doing and where they can improve.
31. Gives corrections in a constructive manner that others are able to accept.
32. Lets others know when their performance is on target or below expectation.
33. Helps others to spell out what actions they will take to improve performance.
34. Gives feedback frequently as a daily tool to influence the behavior of others.
35. Sec- discipline as a positive tool for restoring behavior to desired levels.
36. When someone's behavior is out of line, uses discipline constructively and effectively.

# Required and Current Proficiency Levels

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## Tasks

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37. Gets agreement on where behavior was inappropriate before attempting to correct it.
38. Examines alternative solutions to a problem and selects the one most likely to succeed.
39. When correcting a problem follows through until the problem is corrected.
40. Avoids jumping to solutions before evaluating all the evidence.
41. Gets others involved in problem-solving so as to improve quality.
42. Sees problems as an opportunity to learn and to improve quality.
43. Takes time to get agreement on criteria and conditions to be met before making decisions.
44. Looks for a number of options (alternatives) before making a decision.
45. Weighs the risks associated with a decision before putting it into action.
46. Makes decisions on an objective, analytical and rational basis.
47. Recognizes shaky premises and faulty conclusions in the thoughts and actions of others.
48. Avoids coming to conclusions based on limited data.
49. Displays a "steel trap" mind and is quick to catch ideas that are illogical.
50. Withholds opinion until the facts are set out and evaluated.
51. Recognizes personal bias in self and others and takes it into account.
52. Acts decisively on own authority when timely action is needed, even in uncertain, difficult, or unpopular situations.
53. Takes calculated risks to move initiatives forward.
54. Initiates appropriate action without being directed to do so.
55. Adapts behavior and work methods in response to ambiguity, new information, changing conditions, or unexpected obstacles.
56. Copes effectively with personal and job pressures that cause stress.
57. Responds to reversals and setbacks in a constructive manner.

# Required and Current Proficiency Levels

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## Tasks

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58. Networks with key individuals or groups to accomplish goals.
59. Informs management, employees, and others of program objectives and developments.
60. Represents/promotes the organization or program to others.
61. Persuades management, employees, peers, and others to "buy into" a course of action.
62. Uses power, authority, and influence appropriately to achieve goals.
63. Champions organizational change based upon a strategic view of the future.
64. Develops strategies, policies, and procedures to manage change.
65. Plans for and helps employees understand, accept, and effectively deal with work-related transitions.
66. Integrates customer needs and expectations into the development and delivery of services or products.
67. Establishes and uses communication/feedback systems to ensure the requirements/expectations of customers are met.
68. Seeks ways to continuously improve the quality of services, products, and processes.