

Appendix 1

360 Degree feedback Questionnaire Used

SECTION A: MANAGERIAL AND LEADERSHIP ROLES

Please rate the candidate on how well (s)he is performing **each of the following tasks or functions in her/his current role**. Please assess the candidate in relation to his department, or unit, or function or whatever area of operations handled by the candidate. Please use the following rating scale:

- 5 = (s)he is performing this role/task extraordinarily well. There cannot be anything better than this.
- 4 = (s)he is performing this role/task very well. Her/his performance is somewhat above what is expected from him.
- 3 = (s)he is performing this role/task just adequately. (S)He just meets expectations.
- 2 = (s)he is performing this role/task slightly below what is expected of her/him. Some improvement in this is desirable.
- 1 = (s)he is performing this role/task far below what is expected of her/him. S(he) should improve his performance on this substantially.
- NA = Not applicable or I do not have information or knowledge on this.

(Note : This scale was changed to a six point scale for Company 1. This scale was electronically converted into a percentage scale for company 2 and the raw scores were not available for the same. For the remaining four companies the scale remained unchanged.)

I. VISION AND VALUES

1. **Communicating the top management's vision** of the organisation or business to all employees in his department/division/unit
2. **Articulating or developing a vision** for his department/section/unit
3. **Clearly stating the values** of the department/section/unit. E.g. Customer service, service quality, punctuality, cost effectiveness
4. **Monitoring** to ensure that the values are followed by all the staff in the department/section/unit

5. **Setting personal example** in following the values and vision

II. POLICY FORMULATION, PLANNING AND GOAL SETTING

6. **Securing critical information** required for business development, strategy formulation, and performance improvements of the department/section/unit
7. **Setting long term goals and objectives** for his department/unit/section
8. **Setting short term tasks and targets** for his department/section/unit in various areas of operation
9. **Fair allocation of work** to staff in his department/section/unit
10. **Formulating policies and strategies** for the department/unit in relation to various issues like systems, services, quality costs, recoveries, innovation, etc.

III. TECHNOLOGY AND SYSTEMS MANAGEMENT

11. **Introducing new technologies** relating to his function
12. **Building technological competencies** of employees in the department/unit through training, etc.
13. **Keeping in touch with the technological developments** in related industry and/or function in the country and globally
14. **Introducing new systems of management** to manage various activities and operations effectively
15. **Monitoring the effective implementation** and utilization of systems and processes relating to his function

IV. INSPIRING, DEVELOPING AND EMPOWERING STAFF

16. **Investing time and effort** in the growth and development of his juniors and other staff
17. **Motivating and inspiring** juniors and other staff to be excellent performers
18. **Providing proper guidance** and counselling to his staff
19. **Acting as a role model** for juniors/staff to emulate by setting high standards of personal example
20. **Providing a sense of ownership** and significance to the employees and staff
21. **Setting clear cut performance goals** for juniors as well others in the unit/department

22. **Providing information and the resources** necessary for the staff to perform their tasks well
23. **Monitoring** staff performance
24. **Providing periodic feedback** to juniors and other staff and helping them to review their performance
25. **Recognizing and encouraging** good performance of employees
26. **Listening to problems** and difficulties of employees/staff
27. **Resolving conflicts** or helping staff to resolve conflicts
28. **Handling** staff grievances
29. **Maintaining consistency and objectivity** in relation to staff decisions (rewards, promotions, placements, etc.)
30. **Encouraging innovativeness** among the staff

V. CULTURE BUILDING

31. **Remaining** the members about the culture of the organisation/unit
32. **Articulating the culture** (norms, values and organizational processes) that should characterize the department/unit
33. **Setting personal example** in terms of following the norms, values, and culture
34. **Monitoring development** of the desired oragnisational culture
35. **Instituting processes and mechanisms** in the department/unit to build the desired culture

VI. TEAM WORK AND TEAM BUILDING

36. **Fostering a spirit of team work and collaboration** among the staff in his department/section/unit
37. **Creating a feeling of oneness** (we feeling) and team spirit among the employees of his department/unit/section
38. **Managing different view points** among his own team members to build a collaborative culture
39. **Providing information and assistance** required by colleagues in their department/section/unit to facilitate team work and collaboration

40. **Acknowledging the contributions** of every member in the team

VII. MANAGEMENT OF COLLEAGUES/INTERNAL CUSTOMERS

(Colleagues = peers, internal suppliers and other functionaries having interdependencies)

- 41. **Developing good working** relations with colleagues - by interacting with them; showing them respect; using tact and being frank
- 42. **Understanding** the needs, expectations and requirements of the colleagues/internal customers
- 43. **Meeting the requirements** and expectations of colleagues in the organisation wherever possible
- 44. **Getting the cooperation** of colleagues/internal customers in furthering the objectives and goals of the department/unit/section
- 45. **Learning from colleagues/internal customers** and benefiting from their experiences

VIII. LIAISON WITH BOSS AND TOP MANAGEMENT

- 46. **Communicating and liaising** with the boss and other top management to **keep them informed** of various development, decisions, issues, etc.
- 47. **Understanding the expectations** of the boss and the top management
- 48. **Influencing the thinking of the boss** and getting the support and resources
- 49. **Taking guidance** and learning from the experiences of the boss and other seniors
- 50. **Getting the support** needed from the boss and the top management

IX. EXTERNAL CUSTOMER RELATIONS AND CLIENT MANAGEMENT

(only for those requiring to meet and deal with external customers and suppliers)

- 51. **Meeting external customers/suppliers** frequently and getting to know them better
- 52. **Evolving strategies** to improve customer satisfaction
- 53. **Communicating** to other staff about customer requirements and concerns
- 54. **Understanding the difficulties** and solving problems of customers
- 55. **Seeking suggestions** from customers in order to improve services provided by the unit and taking them seriously

SECTION B:

DELEGATION

Name of the person being assessed:

Please tick (☐) the statements below that apply to the person named above:

1. He generally prefers his juniors to wait for his return rather than take decisions in his absence
2. He does not leave routine decisions entirely to the lower levels
3. Generally his in-tray piles up quite full with files and papers when he goes away on tour
4. He is cautious and does not let his subordinates take even minor risks
5. He spends time on activities and problems that he was handling before his last promotion/or in his previous job.
6. He prefers his subordinates to check with him whenever a problem arises in an on-going project or assignment
7. He likes to keep himself fully involved in everything being handled by his subordinates
8. He likes to be consulted even on matters where a rule or precedent already exists
9. We often wish he would not spend time doing work which we can easily handle
10. He is often rushing to meet deadlines

** This particular section, Section B of Delegation, has not been used in the study, though it's a part of the RSDQ model, Standard Questionnaire. (mentioned only for purpose of information here)

SECTION C:

BEHAVIOUR PATTERNS

Given below are some qualities/adjectives that describe the managers. Please assess the candidate on these qualities. The qualities are described in the form of adjectives/phrases which are opposite to each other. Please choose which end of the scale characterises him and **circle the number** that characterises the above person.

An example:

Easily								Calm and
Irritable	-3	-2	-1	0	+1	+2	+3	composed

In this example, if you consider the manager as highly irritable and not at all calm and composed you may circle -3 or -2 and if you consider him as highly calm and composed you may circle at +3 or +2. If he is neither calm and composed nor irritable or both to the same degree, you may rate him at '0' which is neutral. If he is slightly more irritable than calm it is -1 and if he is more calm than irritable it is +1. You may rate the person mentioned on each dimension of behaviours given below. The closer you rate near the end the more characteristic of him is the behaviour/quality given at that end.

1.	Easily								Calm and
	Irritable	-3	-2	-1	0	+1	+2	+3	composed

2.	Reactive	-3	-2	-1	0	+1	+2	+3	Proactive
3.	Authoritarian	-3	-2	-1	0	+1	+2	+3	Participative
4.	Generally takes a negative								Generally takes a positive
	approach	-3	-2	-1	0	+1	+2	+3	approach
5.	Suspicious	-3	-2	-1	0	+1	+2	+3	Trusting
6.	Rigid	-3	-2	-1	0	+1	+2	+3	Flexible
7.	Conformistic	-3	-2	-1	0	+1	+2	+3	Innovative
8.	Cost	-3	-2	-1	0	+1	+2	+3	Insensitive
	Conscious								Cost
9.	Does not bother								Quality
	about any quality-	-3	-2	-1	0	+1	+2	+3	conscious
10.	Loner	-3	-2	-1	0	+1	+2	+3	Sociable
11.	Ignores people-	-3	-2	-1	0	+1	+2	+3	Involves people
12.	Impatient and								Patient and
	intolerant	-3	-2	-1	0	+1	+2	+3	accepting
13.	Defensive	-3	-2	-1	0	+1	+2	+3	Receptive
14.	Discouraging	-3	-2	-1	0	+1	+2	+3	Encouraging

15. Closed mind -3 -2 -1 0 +1 +2 +3 Open minded
16. Preoccupied with Cares for
his concerns -3 -2 -1 0 +1 +2 +3 others
17. Doesn't delegate -3 -2 -1 0 +1 +2 +3 Delegates
18. Status quo Change
oriented -3 -2 -1 0 +1 +2 +3 oriented
19. Formal -3 -2 -1 0 +1 +2 +3 Informal
20. Status Levels with people
Conscious -3 -2 -1 0 +1 +2 +3 (No status barriers)
21. Passive -3 -2 -1 0 +1 +2 +3 Active
22. Disorganised -3 -2 -1 0 +1 +2 +3 Organised
23. In meetings, pre- In meetings,
occupied only with invites and listens
his points -3 -2 -1 0 +1 +2 +3 to other ideas
24. Unclear and Presents his
long winded -3 -2 -1 0 +1 +2 +3 ideas clearly
communication and persuasively

25.	Is not concerned		Creates develop-
	about development		ment opportunities
	of people	-3 -2 -1 0 +1 +2 +3	for his people

Note: The final list of qualities used varies from company to company. The above is a master list.

SECTION D:

LEADERSHIP STYLE & ITS IMPACT

There are various ways in which senior executives and managers provide leadership to their employees. Consistencies in the way they interact with their immediate subordinates and other employees indicate their styles. Your assessment of his styles will help him a great deal in gaining insights into his own behaviour and examining the implications for organizational effectiveness. Therefore, we request you to give your frank responses and help him as well as your organization.

Please give your perceptions about him on the 10 sets of items given below. Each set has 3 items - (a), (b) and (c). You have 6 points to distribute between the three items in each set. If a particular item is most characteristic of him and the other two are not at all characteristics of him in that set then you can give all '6' points to that item and '0' to the other two items in that set.

If you feel that two of them are equally characteristics of him and the third one is not all characteristic, you can give 3 each to the characteristic items and '0' to the items that does not describe him. If one of the items describe him slightly better than the other two then you may give 4 to that more characteristic item and 1 each to the other two, or 3 to the other characteristic item, 2 to the next best and 1 to the least characteristic item.

Thus for each set you have 6 points to distribute so as to indicate the strength with which each of the three items describe the style of your top manager/executive whose name is mentioned above. The following types of combinations are possible:

- (1) 6,0,0 (or 0,6,0 or 0,0,6) (2) 5,1,0 (3) 4,2,0
 (4) 3,3,0 (5) 3,2,1 (6) 4,1,1 (7) 2,2,2

(Note; In case of company 1 the respondents were asked to rate each candidate on a five point scale on the extent to which the behaviour characterised the candidate where 5 represented extremely characteristic and he uses the style almost always, 4 represented mostly characteristic, 3 somewhat, 2 to a little extent and 1 not at all to near zero)

I. How does he set Goals or assign Tasks?

- a. Favours a few whom he likes in assigning tasks and goal setting
- b. He goes strictly according to rules and norms without consideration for individual interest and competence
- c. Sets goals through a dialogue with a definite view to give challenges for employees to grow

II. How does he share Information?

- a. He shares information mostly with those who are closer to him
- b. Keeps all information for himself and does not share information freely
- c. Shares information freely with others and takes them along with him

III. How does he manage the Mistakes of his Subordinates?

- a. Comes to the rescue of his subordinates and salvages the situation whenever they make a mistake
- b. Does not tolerate mistakes. Gets emotional and reprimands people
- c. Helps employees to learn from mistakes and encourages them to use mistakes as learning opportunities

IV. How does he manage Conflicts?

- a. Gives decisions by pointing out who is right and who is wrong
- b. Pulls up both the parties and reprimands or complains to seniors
- c. Helps people to diagnose the source of conflict and helps resolve their conflicts by themselves

V. How does he Reward/Recognize Good Performance?

- a. Rewards, recognizes and encourages selectively a few of those close to him
- b. Does not acknowledge good performance and contributions. Ignores contributions made by others
- c. Recognizes the contributions of every one and rewards those who deserve with a sense of objectivity

VI. How does he take Decisions?

- a. Takes decisions in consultation with a few that are closer to him
- b. Prefers to take all decisions himself. Does not consult any one and does not seem to trust others in decision making
- c. Takes decisions after consultations and involving others. Tries to develop others through participation and involvement in decision making

VII. How does he Monitor and Manage Performance of his Subordinates

- a. Monitors performance of some and not others. Trusts a few persons more than others
- b. Monitors performance of every one very closely. Does not trust any one. He supervises everything very closely and leaves very little freedom and autonomy

- c. He develops and uses systems for monitoring and leaves people to monitor themselves and exhibits a high degree of responsibility

VIII. How does he provide Resources and Support to his Subordinates?

- a. Provides support and resources selectively to a few of those who are close to him
- b. Does not provide adequate support and resources. Provides grudgingly when asked
- c. Encourages subordinates to develop competencies to work through problems, and provides readily support whenever needed

IX. How does he respond to Failure of Subordinates?

- a. Plays them down and protects some of his subordinates (selectively) from the consequences
- b. Points out of others (seniors) reprimands publicly or brings it into the open to put the individual down
- c. Encourages discussion and diagnosis with a view to learn from the failures. Supports the employees to learn from failures

X. How does he conduct meetings, discussions and other team transactions?

- a. Speaks a lot and fills meetings with his own views, suggestions and comments
- b. Uses meetings to give directions, critics and members ensure compliance
- c. Uses meetings to empower his team by sharing information eliciting participation, new ideas and collective decision-making

XI. Impact of His Style

What is the impact of his style on his subordinates or juniors who work with him. Assess the extent to which he makes the following impact:

- 5 = This is always true. This is exactly the kind of impact he has (100%)
- 4 = This is true most of the time (75%)
- 3 = This is some time true (50%)
- 2 = This is occasionally true (25%)
- 1 = This is not the kind of impact he makes. Not at all true (10%)

- 1. Creates dependency. His subordinates do things only after checking with him.
- 2. Creates personal loyalty. They admire him and are very loyal to him.
- 3. Creates resentment. His subordinates tend to dislike his style.
- 4. Creates tension. His subordinates work more out of fear than of joy out of work.
- 5. Creates empowerment. His subordinates feel capable of independent action.

6. Creates a high degree of learning. His subordinates seem to learn a lot.
7. Creates a good degree of job-satisfaction among his subordinates.
8. His subordinates exhibit a high degree of morale and we feeling.
9. His subordinates are highly motivated to work because of his life.