

MULTI-PERSPECTIVE ASSESSMENT TOOL (MPAT) BLANK FORM

<p><b>Critically Inquisitive and Continuous Learning</b></p>	<p>[Insert name] typically needs prompting to remember to do this</p>	<p>[Insert name] sometimes puts this into practice</p>	<p>This is a common practice for [Insert name]</p>
<p>[Insert name] asks questions of others to clarify assumptions, data, analyses, or conclusions. <b>[Skeptical/critical]</b></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>[Insert name] is reflective about her/his own actions, typically being self-critical and engaging in evaluation of her/his performance for the purpose of improving. <b>[Reflective]</b></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>[Insert name] takes a fresh look at a situation and searches for factors that may have been missed in the past in an attempt to improve understanding of the broader context. <b>[Open-minded]</b></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>[Insert name] reserves the right to change her/his mind and expects others to be able to do so, too, if new understanding of a situation indicates that is prudent. <b>[Flexible]</b></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>[insert name] approaches work from the perspective of learning while doing, viewing management as an opportunity to learn from experience. <b>[Adaptive]</b></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>[Insert name] learns as much as possible about a conservation issue and context in which it is embedded so s/he can identify consequences of actions. <b>[Inquisitive]</b></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>[Insert name] asks lots of questions about the “how” and “why” of an issue and seek new evidence to evaluate existing perceptions. <b>[Curious]</b></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Multi-level, Integrative Systems Thinking	[Insert name] typically needs prompting to remember to do this	[Insert name] sometimes puts this into practice	This is a common practice for [Insert name]
[Insert name] is mindful that any specific conservation situation is embedded in a larger context that either affects or is affected by actions at any level. <b><i>[Comprehensive thinking]</i></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Insert name] can see many of the elements of difficult problems, how the parts fit together and identify what's missing. <b><i>[Holistic]</i></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Insert name] seeks information about and includes any stakeholders in a decision or action and attempt to secure their input and involvement. <b><i>[Inclusive]</i></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Insert name] looks for opportunities to adapt or create new solutions to a problem at hand without undue concern about diverging from conventional practice when situations seem to call for it. <b><i>[Creative/divergent/imaginative]</i></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Self-disciplined	[Insert name] typically needs prompting to remember to do this	[Insert name] sometimes puts this into practice	This is a common practice for [Insert name]
[Insert name] approaches technical assessments by means of scientific methods and principles, in a systematic or methodical manner. <b>[Scientific]</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Insert name] evaluates the scientific methods used to address an issue to ensure the conclusions or recommendations are sound. <b>[Scientific]</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Insert name] practices clear, logical reasoning, which s/he can clearly communicate to others, when developing an understanding of a problem. <b>[Logical]</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Insert name] analyzes a situation or program methodically with clear focus on stated objectives. <b>[Systematic]</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Insert name] examines things very carefully, taking an organized, thoughtful approach that helps define complex issues and resists an unorganized stream of consciousness approach to thinking about a problem. <b>[Analytic]</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Insert name] works in a well-organized and competent way that gets good results using no more funding, time, social capital and other resources than is necessary to achieve the desired outcome. <b>[Economic/efficient]</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Insert name] avoids being inappropriately influenced by her/his own personal feelings and opinions or by those of others who expect special treatment. <b>[Impartial/objective]</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This tool is part of the [“Accelerating Development of Reasoning and Judgment”](#) guide book.

[Insert name] operates in a manner that avoids harm to people, wildlife or the environment. **[Ethical]**

[Insert name] routinely considers disparate positions held by stakeholders. **[Ethical]**

[Insert name] doesn't let delays and problems derail her/him from working on a project with a positive attitude despite difficulties encountered. **[Patient]**

<b>Balanced Approach</b>	[Insert name] typically needs prompting to remember to do this	[Insert name] sometimes puts this into practice	This is a common practice for [Insert name]
[Insert name] works in a sensible and realistic way that is based largely on a practical rather than theoretical perspective. <b><i>[Pragmatic]</i></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Insert name] anticipates and, when necessary, prepares to take action to control a situation rather than just respond to it after the fact. <b><i>[Proactive/strategic]</i></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Insert name] is oriented toward achievement of established objectives (results- or outcomes-oriented) rather than being overly focused on process (means). <b><i>[Purposeful]</i></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Insert name] builds a clear understanding of the political ramifications of alternative choices, without allowing those realities to influence the integrity of the biological/ecological, social, and ethical assessments conducted to serve decision making. <b><i>[Political]</i></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Insert name] expects and can accommodate change in process, protocol or program as needed to adapt to different circumstances. <b><i>[Adaptable]</i></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Interactions with Others	[Insert name] typically needs prompting to remember to do this	[Insert name] sometimes puts this into practice	This is a common practice for [Insert name]
<p>[Insert name] asks stakeholders, staff and partners for their thoughts and listen to those offered unsolicited, whether from familiar or novel sources, or whether they represent views consistent or inconsistent with agency policy, professional convention or their own beliefs. <b><i>[Attentive/active listening]</i></b></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>[Insert name] works with individuals and teams from within and outside the agency who are willing to work together to achieve shared conservation goals. <b><i>[Collaborative]</i></b></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>[Insert name] is polite and shows deference and humility when working with others, thereby avoiding appearing self-important or better than others. <b><i>[Humble/respectful]</i></b></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>[Insert name] is truthful and candid, avoids obfuscation or deceit, and behaves in a way that expresses honesty. <b><i>[Transparent/truthful/honest]</i></b></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>[Insert name] readily comprehends and genuinely identifies with other people's feelings or attitudes, including their pains and struggles, and show gratitude for contributions of others to conservation. <b><i>[Compassionate/selfless/empathetic]</i></b></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>[Insert name] freely shows gratitude toward others for their contributions to conservation. <b><i>[Appreciative/supportive]</i></b></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>[Insert name] openly conveys strong feelings, emotions or beliefs without dominating or intimidating others. <b><i>[Passionate]</i></b></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>[Insert name] takes a favorable view of events or conditions and work in a way that expresses hope and confidence about the future. <b><i>[Optimistic/positive]</i></b></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>