

Rethinking 360° Assessments

&

Creating Theories of Change

Trust-
Wide CPD
Leaders'
Forum



Dr Chris Baker

X @DrChrisWB

in drchrisbaker

www.lookdeeper.net

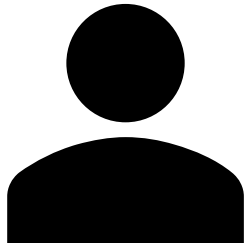
@DrChrisWB



Re-thinking 360° assessments

Are we sacrificing the effectiveness of multi-rater PD assessments in favour of simplicity and efficiency?

Rationale



Self-assessment data has questionable validity when used in isolation



Adding more viewpoints can improve the accuracy and usefulness of the data

Common Barriers

Avoiding Biases (*cognitive, personal*)

Ensuring honesty (*culture, anonymity*)

Respondent understanding (*questions, scale*)

Ensuring relevance (*context, questions*)

Ensuring engagement (*time, effort*)

Selecting the right people (*number, role*)

Assessment Scope (*breadth vs depth*)

Assessment Design (*simplicity, utility*)

Acceptance (*credibility, safety*)

Leader understanding (*causes, action planning*)

Improvement Considerations

Does the assessment **method** need to be the same for self and others?

Could interview or observation enhance the collection of alternative viewpoints?

Do the assessment **questions** need be the same for self and others?

Could the questions be altered to improve relevance, understanding and reduce bias?

What **pre and post** assessment work could be done?

Could training improve completion?

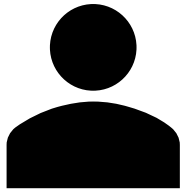
Could coaching improve feedback acceptance and action planning?

Re-thinking 360° assessments

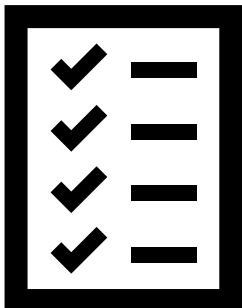


Standard Process

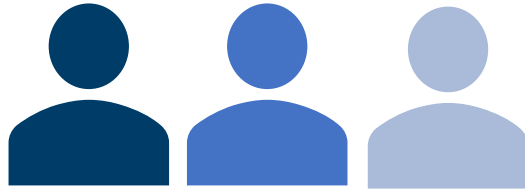
1



Leader completes a self-assessment questionnaire based on fairly generic competencies



2

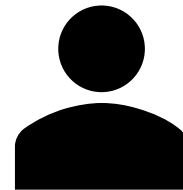


Other colleagues are also required to complete the SAME questionnaire.

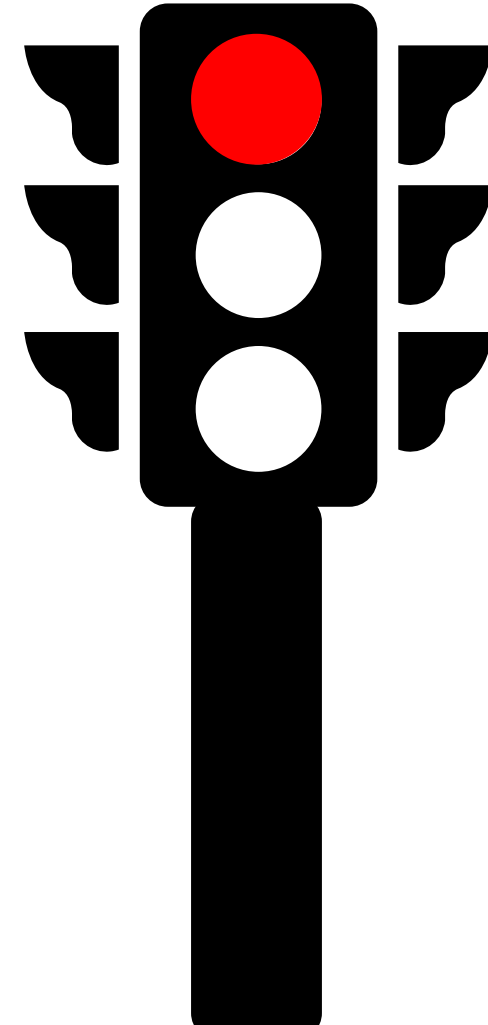
This typically includes:

- Line manager (s)
- Direct reports
- Peers

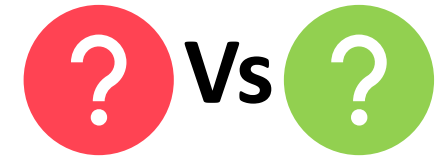
3



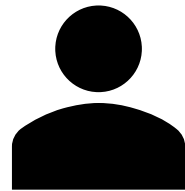
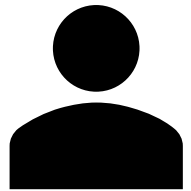
Leader receives a copy of the feedback from their colleagues and uses that to reflect on their strengths and areas for improvement



Re-thinking 360° assessments



Improvements 1,2 & 3



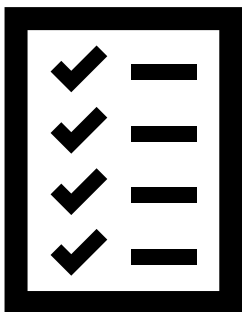
Leader completes a self-assessment questionnaire based on **organisational** competencies

Leader Selects other colleagues to complete a **different questionnaire** where the wording enables more accurate assessment

Leader receives a copy of the feedback from their colleagues and uses that to reflect on their strengths and areas for improvement

This typically includes:

- Line manager (s)
- Direct reports
- Peers



I set a clear vision for all members of my team



Sarah sets a clear vision for all members of their team



I am clear about the vision for our team



I am a good listener



Pete is a good listener

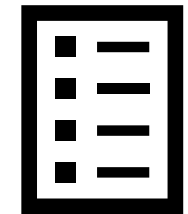
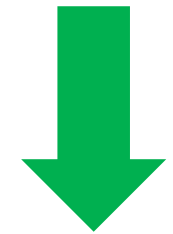
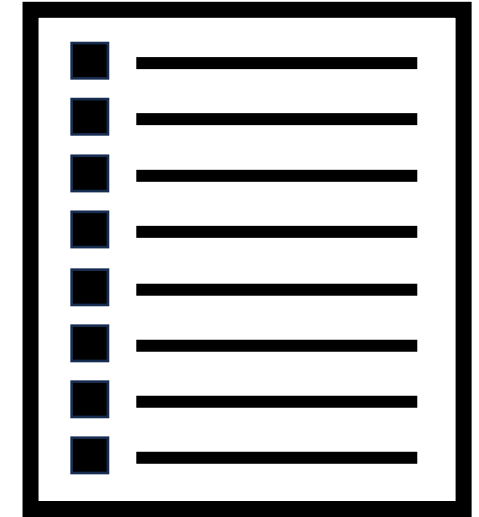
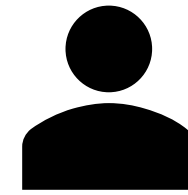
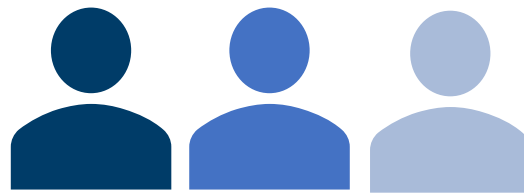
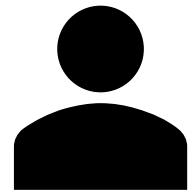
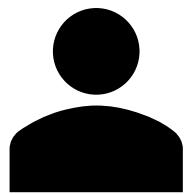


I feel listened to and that my viewpoints are valued

Re-thinking 360° assessments



Improvement 4

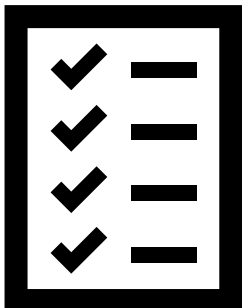


Leader completes a self-assessment questionnaire based on organisational competencies

Leader selects key areas from their self-assessment to collect detailed feedback on

Leader Selects other colleagues to complete a different questionnaire where the wording enables more accurate assessment

Leader receives a copy of the feedback from their colleagues and uses that to reflect on their strengths and areas for improvement



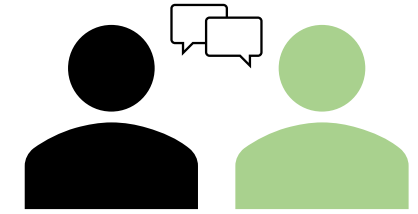
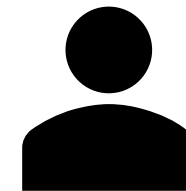
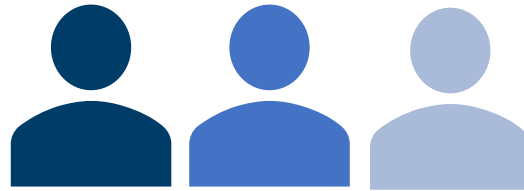
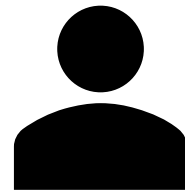
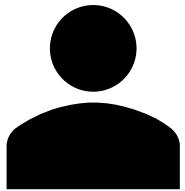
This typically includes:

- Line manager (s)
- Direct reports
- Peers

Re-thinking 360° assessments



Improvement 5



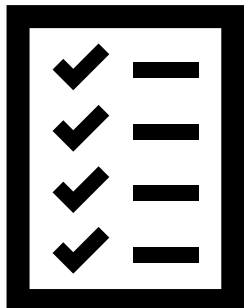
Leader completes a self-assessment questionnaire based on organisational competencies

Leader selects key areas from their self-assessment to collect detailed feedback on

Leader Selects other colleagues to complete a different questionnaire where the wording enables more accurate assessment

Leader receives a copy of the feedback from their colleagues and uses that to reflect on their strengths and areas for improvement

Leader has a 1:1 coaching session to explore the feedback, gain acceptance and understanding and create an action plan



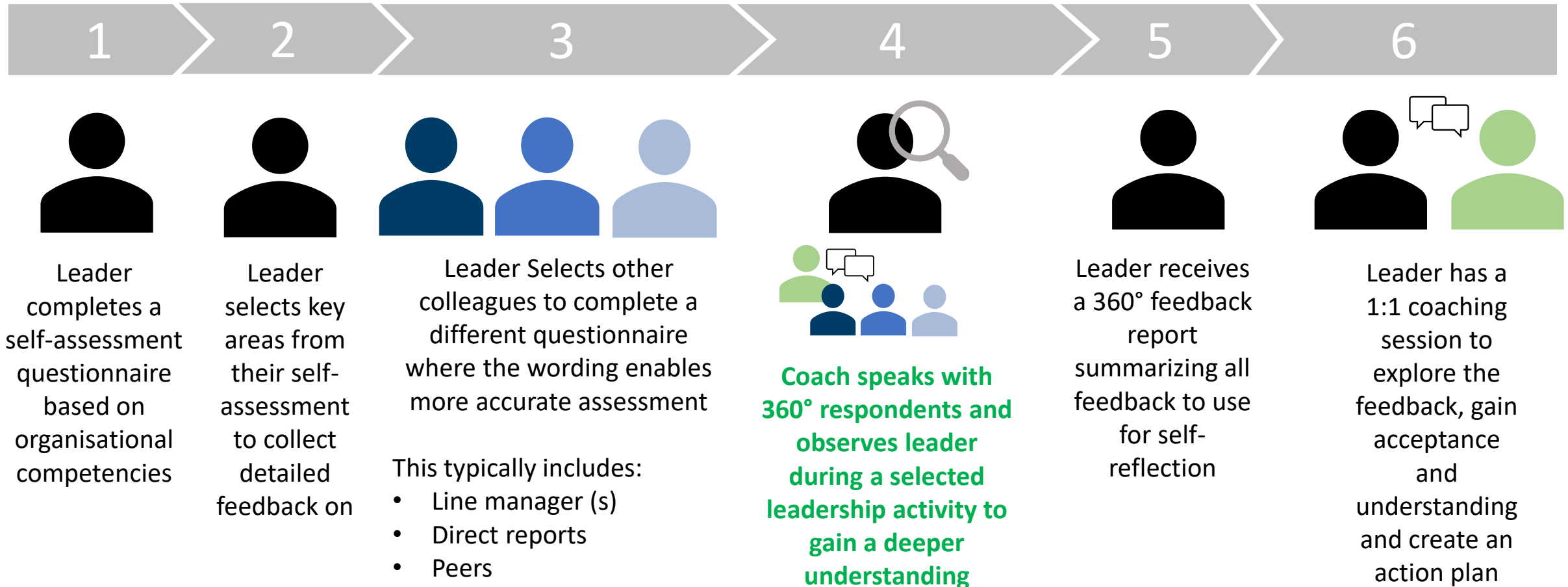
This typically includes:

- Line manager (s)
- Direct reports
- Peers

Re-thinking 360° assessments



Improvement 6



Re-thinking 360° assessments



Improvements 1,2 & 3

- Assessment competencies are specific to organisational context
- Leaders selects respondents
- Respondent questionnaire wording is adapted

Improvement 4

- Leader selects which areas of their self-assessment to receive colleague feedback on

Improvement 5

- Leader has a 1:1 coaching session to explore the feedback, gain acceptance and understanding and create an action plan

Improvement 6

- Coach speaks with 360 respondents and observes leader during a selected leadership activity to gain a deeper understanding

Common Barriers

Avoiding Biases (*cognitive, personal*)

Ensuring honesty (*culture, anonymity*)

Respondent understanding (*questions, scale*)

Ensuring relevance (*context, questions*)

Ensuring engagement (*time, effort*)

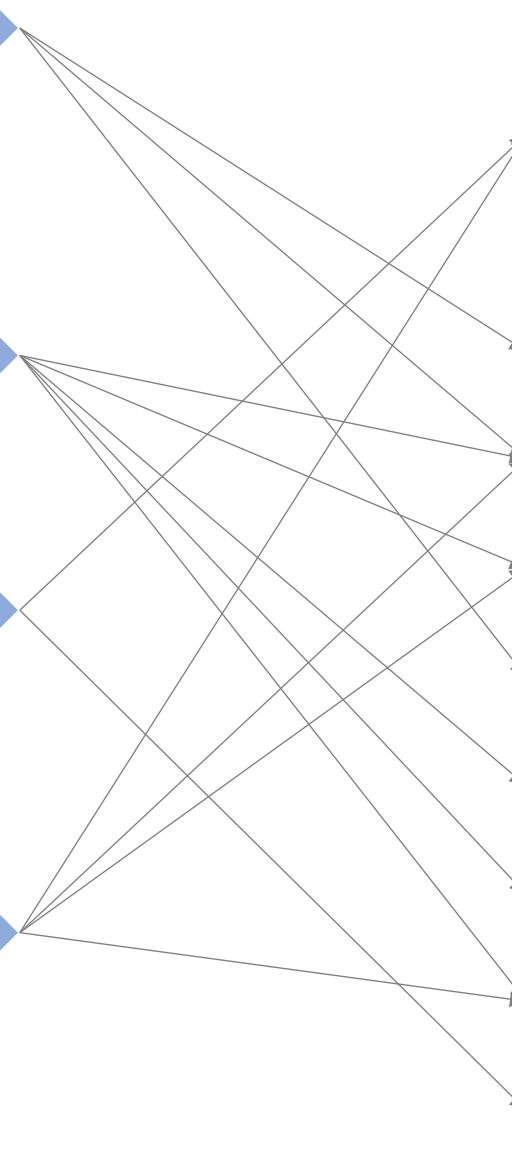
Selecting the right people (*number, role*)

Assessment Scope (*Breadth vs Depth*)

Assessment Design (*Simplicity, utility*)

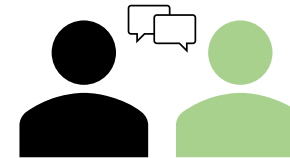
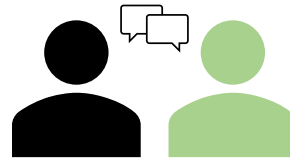
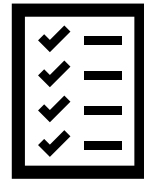
Acceptance (*credibility, safety*)

Leader understanding (*Causes, action planning*)



Re-thinking 360° assessments

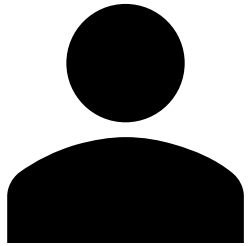
Tiered Engagement - *Assessment depth can vary because of leadership level, choice or capacity*



Re-thinking 360° assessments

Are we sacrificing the effectiveness of multi-rater PD assessments in favour of simplicity and efficiency?

Rationale



Self-assessment data has questionable validity when used in isolation



Adding more viewpoints can improve the accuracy and usefulness of the data

Common Barriers

Avoiding Biases (*cognitive, personal*)

Ensuring honesty (*culture, anonymity*)

Respondent understanding (*questions, scale*)

Ensuring relevance (*context, questions*)

Ensuring engagement (*time, effort*)

Selecting the right people (*number, role*)

Assessment Scope (*breadth vs depth*)

Assessment Design (*simplicity, utility*)

Acceptance (*credibility, safety*)

Leader understanding (*causes, action planning*)

Improvement Considerations

Does the assessment **method** need to be the same for self and others?

Could interview or observation enhance the collection of alternative viewpoints?

Do the assessment **questions** need to be the same for self and others?

Could the questions be altered to improve relevance, understanding and reduce bias?

What **pre and post** assessment work could be done?

Could training improve completion?

Could coaching improve feedback acceptance and action planning?

The power of a TOC

Change is a tough process and rarely done as well as people would like. Having a robust theory of change (TOC) can make it more successful.

TOC = Theory of Change



- Change management theory (Kotter, Lewin etc)
- EEF Implementation cycle



- Specific to the person(s) making it
- Specific to the project
- A planning and discussion tool
- A road map for action

The power of a TOC

WHAT



A comprehensive description and /or illustration of how and why a desired change is expected to happen. TOC's are often in the form of a descriptive paragraph(s) and /or a visual diagram.

WHY



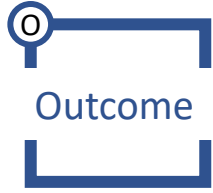
- Locate the different stages of the change process.
- Ensure that they logically fit and flow together.
- Highlight possible roadblocks.
- Anticipate what support will be required.
- Identify key evaluation milestones



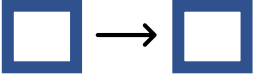
- **What** – do you want to change
- **Why** – Why does it need changing?

The power of a TOC

1

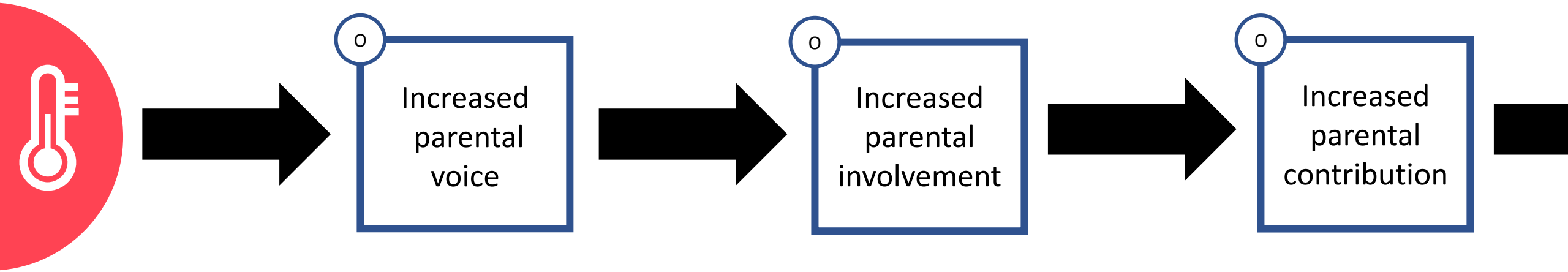


The first step is to identify the outcomes of the change process working wither forwards or backward through the intermediate stages. These are sometimes called results or outputs but essentially ask the question; what are you trying to achieve and what are the steps in getting there?





Improve Parental Engagement TOC



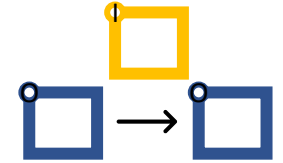
The power of a TOC



The first step is to identify the outcomes of the change process working wither forwards or backward through the intermediate stages. These are sometimes called results or outputs but essentially ask the question; what are you trying to achieve and what are the steps in getting there?

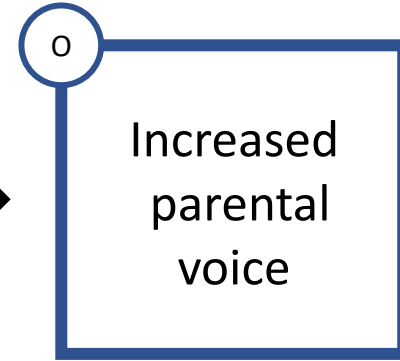
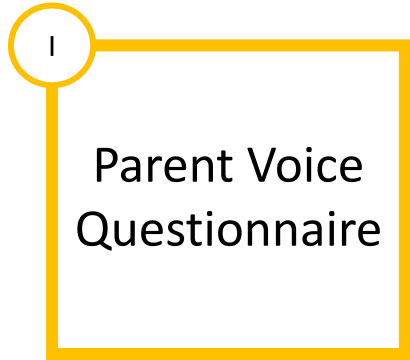


The next stage in the process is to identify the interventions that will be put in place to successfully link outcomes together. These are also called activities and essentially ask the question; what is going to happen in order to move the change from A to B to C etc.





Improve Parental Engagement TOC



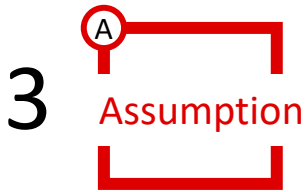
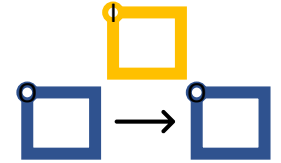
The power of a TOC



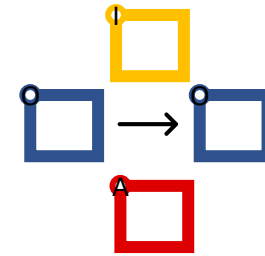
The first step is to identify the outcomes of the change process working wither forwards or backward through the intermediate stages. These are sometimes called results or outputs but essentially ask the question; what are you trying to achieve and what are the steps in getting there?



The next stage in the process is to identify the interventions that will be put in place to successfully link outcomes together. These are also called activities and essentially ask the question; what is going to happen in order to move the change from A to B to C etc.

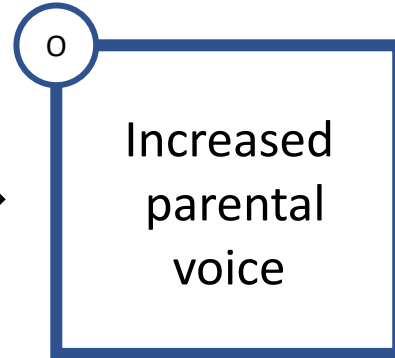
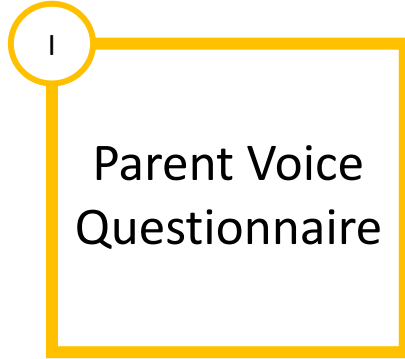


Stage three of the TOC design is often the most overlooked during conversations about change. This stage requires the creator to reflect on what assumptions they have made between outcomes and attached to interventions





Improve Parental Engagement TOC



A
They will be able to access
it / receive it

A
They will be able to
understand it

A
They will be interested in
completing it



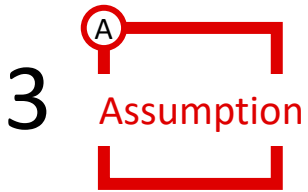
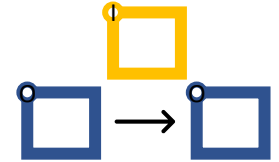
The power of a TOC



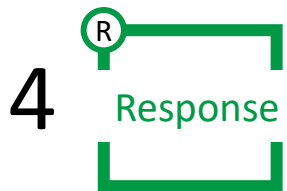
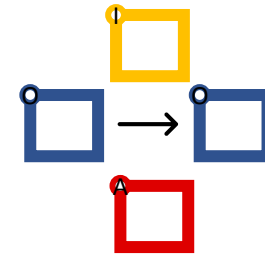
The first step is to identify the outcomes of the change process working wither forwards or backward through the intermediate stages. These are sometimes called results or outputs but essentially ask the question; what are you trying to achieve and what are the steps in getting there?



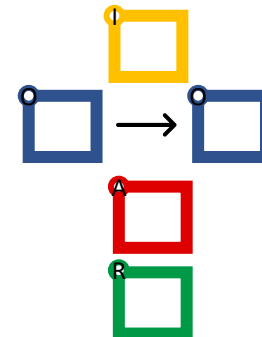
The next stage in the process is to identify the interventions that will be put in place to successfully link outcomes together. These are also called activities and essentially ask the question; what is going to happen in order to move the change from A to B to C etc.



Stage three of the TOC design is often the most overlooked during conversations about change. This stage requires the creator to reflect on what assumptions they have made between outcomes and attached to interventions

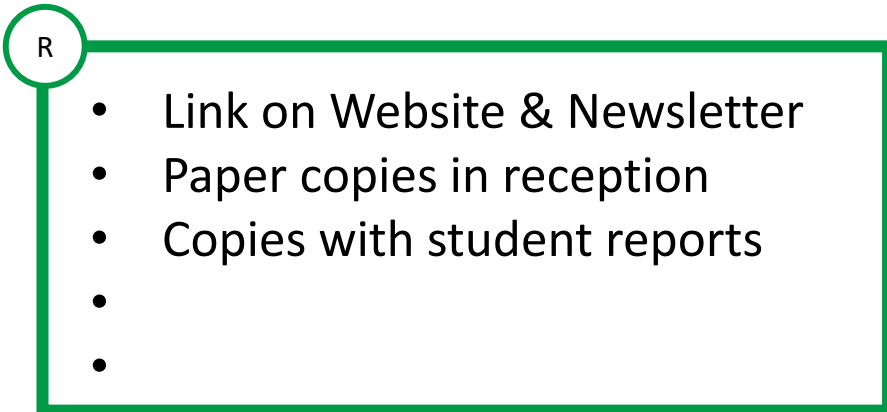
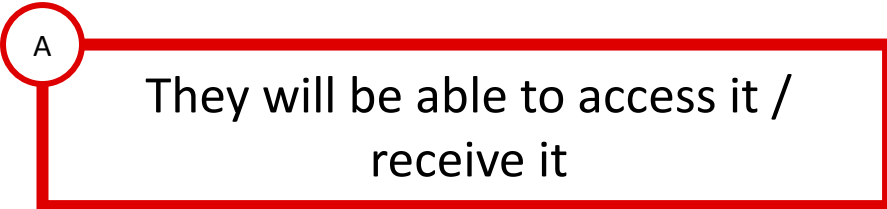
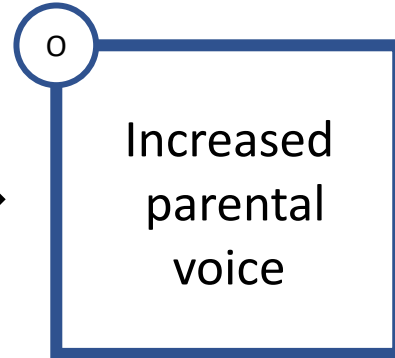
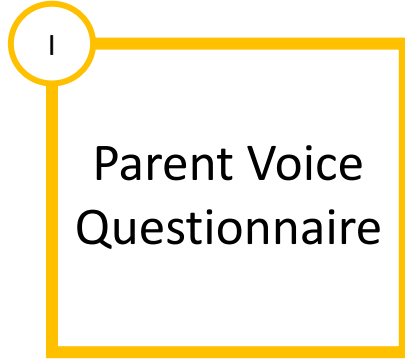


The final stage is to identify the set of possible responses that you could use to address each assumption and increase the likelihood of A leading to B.



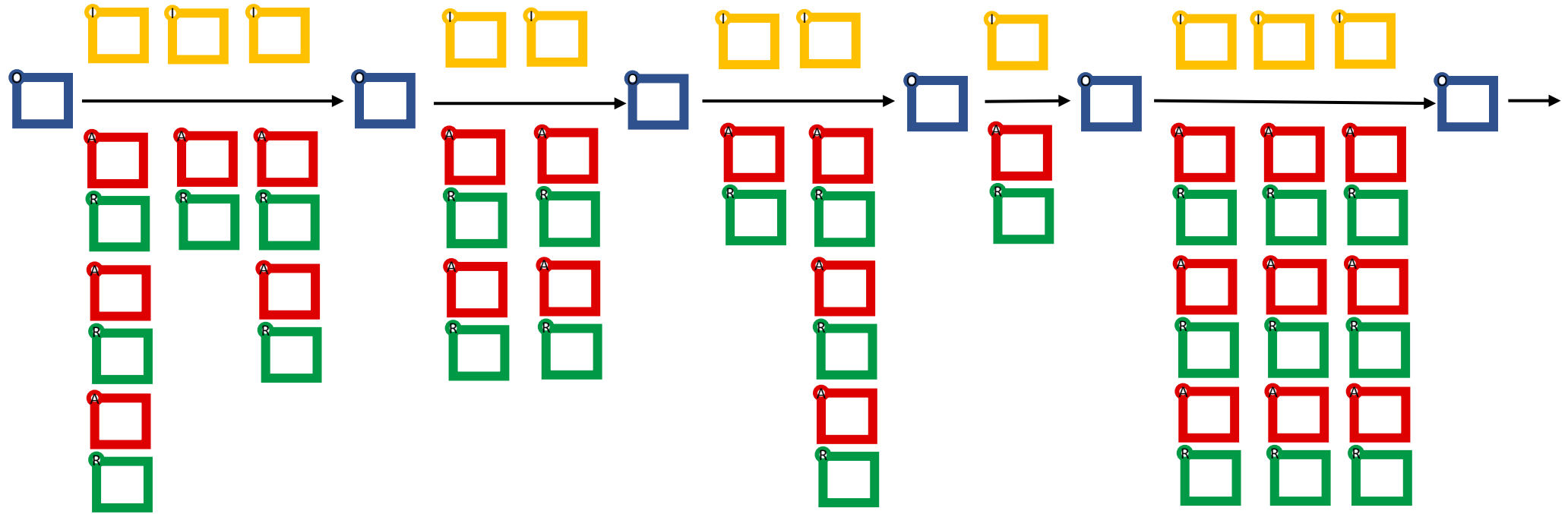
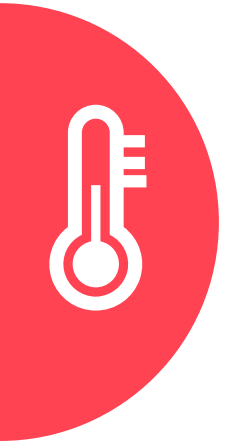


Improve Parental Engagement TOC





Theory of Change



“By failing to prepare, you are....” – The power of a TOC

Intervention is a tough process and rarely done as well as people would like.

Having a robust theory of change (TOC) can make it more successful.

WHAT



A comprehensive description and /or illustration of how and why a desired change is expected to happen. TOC's are often in the form of a descriptive paragraph(s) and /or a visual diagram.

WHY



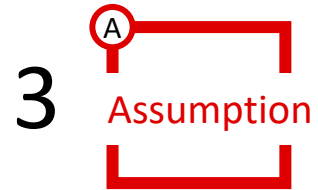
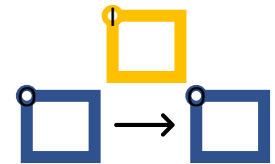
- Locate the different stages of the change process.
- Ensure that they logically fit and flow together.
- Highlight possible roadblocks.
- Anticipate what support will be required.
- Identify key evaluation milestones



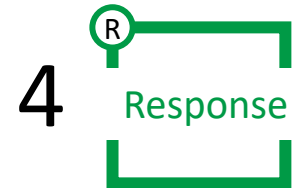
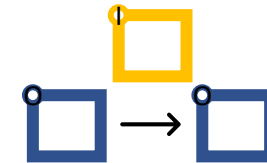
The first step is to identify the outcomes of the change process starting with the end result and working backward through the intermediate stages. These are sometimes called results or outputs but essentially ask the question; what are you trying to achieve and what are the steps in getting there?



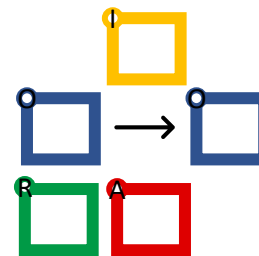
The next stage in the process is to identify the interventions that will be put in place to successfully link outcomes together. These are also called activities and essentially ask the question; what is going to happen in order to move the change from A to B to C etc.

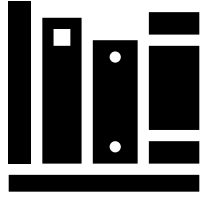


Stage three of the TOC design is often the most overlooked during conversations about change. This stage requires the creator to reflect on what assumptions they have made between outcomes and attached to interventions



The final stage is to identify the set of possible responses that you could use to address each assumption and increase the likelihood of A leading to B.





Further Study

Rethinking 360 Assessments



HBR - [Marcus Buckingham](#) 2011
The Fatal Flaw with 360 Surveys

[Maury Peiperl](#) 2001

Getting 360 feedback right

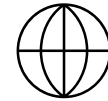
[Zenger and Folkman](#) 2020

What Makes a 360-Degree Review Successful?



Wikipedia – [360 degree feedback](#)

Creating Theories of Change



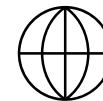
[Centre for theory of change](#)



[United Nations TOC approach](#)



[UK review of TOC use](#)



[Theory of Change Analysis \(TOCA\)](#)