



Tool 13-1. Checklist for Avoiding Common Problems with Using 360-Degree Feedback

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Based on Chapter 13, “Worst Practices in 360-Degree Assessments: Why Feedback Fails” in *The ASTD Leadership Handbook*, edited by Elaine Biech, © 2010 ASTD

Purpose: Use this checklist to help your organization avoid the common problems associated with 360-degree feedback.

1. Is the purpose clear? Can everyone involved describe
 - ☐ Why?
 - ☐ Why now?
 - ☐ Why you?
2. Is the initiative designed *up*?
 - ☐ Processes give people credit for taking responsibility for outcomes
 - ☐ Participants have input on rater selection
 - ☐ Rules provide structure but allow for participant choice
3. Is the project size manageable?
 - ☐ Administrative duties have been clearly defined and assigned
 - ☐ Pilot group(s) have been identified and a feedback debrief scheduled
 - ☐ Feedback facilitators are identified and scheduled
4. Do senior executives support the initiative?
 - ☐ Human resources and training and development staff are clear on how the 360-degree assessment supports business drivers
 - ☐ Executives have been involved in competency development
 - ☐ Communication plan involving senior executives is in place
5. Is the organization ready for a 360-degree assessment process?
 - ☐ Confidentiality rules are in place and understood by all involved
 - ☐ Any previous issues with 360-degree assessments have been addressed and resolved
 - ☐ Measurement objectives, like competency models, are concise and clear

6. Has thorough consideration been made as to whether to build your own assessment or contract with a vendor?
 - ❑ Internal review of information technology capability and availability has been thoroughly reviewed
 - ❑ If external, vendor has similar assessment philosophy
 - ❑ Vendor has research-based content and robust assessment tools
7. Has a communication plan been developed?
 - ❑ A realistic timeline with clear milestones has been created
 - ❑ The purpose of the initiative has been made clear, particularly about confidentiality of data and anonymity of rater responses
 - ❑ All potential raters have been involved and exposed to an opportunity for rater training or orientation to the assessment
8. Are post-assessment plans in place?
 - ❑ Expectations of what participants are expected to do with their data is clear
 - ❑ Participants have an opportunity to meet with a feedback coach in a private, confidential one on one session
 - ❑ Expectations for creating a developmental plan are clear, as are the support mechanisms being provided by the organization