



# Doing What Matters

## 360-degree Feedback

### Deputy Sector Navigators

#### Webinar

February 23, 2017

# Objectives for Today's Discussion

- What is a 360?
- Project Overview
- Survey Development Methodology
- Phase 1: Feedback provider selection process
- Phase 2: Survey administration
- Phase 3: Feedback Sessions
- Timeline
- Q&A

# Applied Learning Science

- Specialize in organizational development and assessment solutions
- Leading the 360-degree assessment for the Key Talent Roles
- Primary Consultants:
  - Marcy Willis
  - Anna Campbell



# 360-degree Feedback Assessment

- Provides holistic view of effectiveness by soliciting feedback from multiple perspectives (Self, Network Leads, Peers, Community of Practice,)
- Individuals are rated on competencies to gather rich data that can be used to inform developmental opportunities
- Group level results leveraged to determine behavioral norms and competency gaps

**Better positions the colleges to serve students**

# Project Overview

**Sponsor: Van Ton-Quinlivan**

**Timeline: Q1-Q2 2017**

| Background  | Approach  |           |          |                       |         |                                       |            |                                      |             |                                |            |                             |            |   |            |              |         |
|---|---|-----------|----------|-----------------------|---------|---------------------------------------|------------|--------------------------------------|-------------|--------------------------------|------------|-----------------------------|------------|---|------------|--------------|---------|
| <ul style="list-style-type: none"><li>• 3 categories of measures in the accountability for and measurement of key talent grant activities in the ARCC 2.0 framework</li><li>• Quality of Service (QSM) to be measured by a 360-degree evaluation sponsored by the Chancellor's Office</li><li>• Sept - Dec, 2016: 360-degree Feedback administered as pilot for TAPs</li><li>• March – June, 2017: 360-degree Feedback administered for DSNs</li><li>• June - Sept, 2017: 360-degree Feedback administered for SNS</li></ul>  | <ul style="list-style-type: none"><li>• <b>Identify competencies</b> that define effective role-based behaviors</li><li>• <b>Use multi-rater feedback</b> to get a variety of perspectives on service effectiveness</li><li>• <b>Provide feedback to key talent</b> and create Service Development Plans<ul style="list-style-type: none"><li>- Aligns expectations</li><li>- Set service improvement/development goals</li></ul></li><li>• <b>Develop technical report</b> with aggregated data to identify themes/trends about what is going well and where we can improve (Individual, Sector &amp; Region)</li><li>• <b>Sector workshops</b> to learn from aggregated data (tentative)</li></ul>  |           |          |                       |         |                                       |            |                                      |             |                                |            |                             |            |   |            |              |         |
| Objective   | Milestones  |           |          |                       |         |                                       |            |                                      |             |                                |            |                             |            |   |            |              |         |
| <p><b>Develop and deliver 360 Service Development Review</b></p> <ul style="list-style-type: none"><li>• Evidence-based outcomes<ul style="list-style-type: none"><li>- Increased awareness of effective work-related behaviors</li><li>- Increased awareness of communities expectations</li><li>- Greater alignment of service expectations between DSNs and others</li></ul></li><li>• Benefits (how data will be used)<ul style="list-style-type: none"><li>- Show value that is being provided</li><li>- Benchmark for improvements</li><li>- Learning Strategy/Professional Development</li></ul></li></ul> | <table><thead><tr><th data-bbox="984 815 1647 843">Milestone</th><th data-bbox="1647 815 1827 843">Timeline</th></tr></thead><tbody><tr><td data-bbox="984 843 1647 901">Socialization/Webinar</td><td data-bbox="1647 843 1827 901">2/23/17</td></tr><tr><td data-bbox="984 901 1647 959">Feedback provider selection (Phase 1)</td><td data-bbox="1647 901 1827 959">3/6 – 3/17</td></tr><tr><td data-bbox="984 959 1647 1016">Feedback provider approval (Phase 1)</td><td data-bbox="1647 959 1827 1016">3/20 – 3/28</td></tr><tr><td data-bbox="984 1016 1647 1074">Surveys administered (Phase 2)</td><td data-bbox="1647 1016 1827 1074">4/3 – 4/18</td></tr><tr><td data-bbox="984 1074 1647 1131">Feedback sessions (Phase 3)</td><td data-bbox="1647 1074 1827 1131">5/1 – 5/31</td></tr><tr><td data-bbox="984 1131 1647 1189">Sector Workshops/Finalize Service Development Plans (Phase 3)</td><td data-bbox="1647 1131 1827 1189">6/1 - 6/30</td></tr><tr><td data-bbox="984 1189 1647 1247">Final Report</td><td data-bbox="1647 1189 1827 1247">7/10/17</td></tr></tbody></table> | Milestone | Timeline | Socialization/Webinar | 2/23/17 | Feedback provider selection (Phase 1) | 3/6 – 3/17 | Feedback provider approval (Phase 1) | 3/20 – 3/28 | Surveys administered (Phase 2) | 4/3 – 4/18 | Feedback sessions (Phase 3) | 5/1 – 5/31 | Sector Workshops/Finalize Service Development Plans (Phase 3) | 6/1 - 6/30 | Final Report | 7/10/17 |
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| Final Report  | 7/10/17   |           |          |                       |         |                                       |            |                                      |             |                                |            |                             |            |   |            |              |         |

# Survey Development: DSN Role

- Serve as in-region contact for a sector, working with the region's colleges and employers to create alignment around and deliver on workforce training and career pathways. There are 7 macro-regions subdivided into 15 economic regions. Deputy Sector Navigators operate at the macro-region level. In certain geographies, there may be two Deputy Sector Navigators providing coverage to the macro-region.
- Within the macro-region, is among 5-7 Deputy Sector Navigators, each serving an industry or occupational cluster selected by the macro-region as its priority or emergent sector targeted for investment. The Regional Consortia has the task of selecting priority and emergent sectors.
- Within the state, belongs to a network of Deputy Sector Navigators within the same sector that is led and coordinated by the Sector Navigator. This network will help the Deputy Sector Navigator normalize workplans, learn of curriculum models and effective practices, and field "how to" questions. The Chancellor's Office communicates to the Deputy Sector Navigators through the Sector Navigators.
- Has shared responsibility for moving the needle on Common Metrics and Accountability Measures.

## Quality of Service Measures

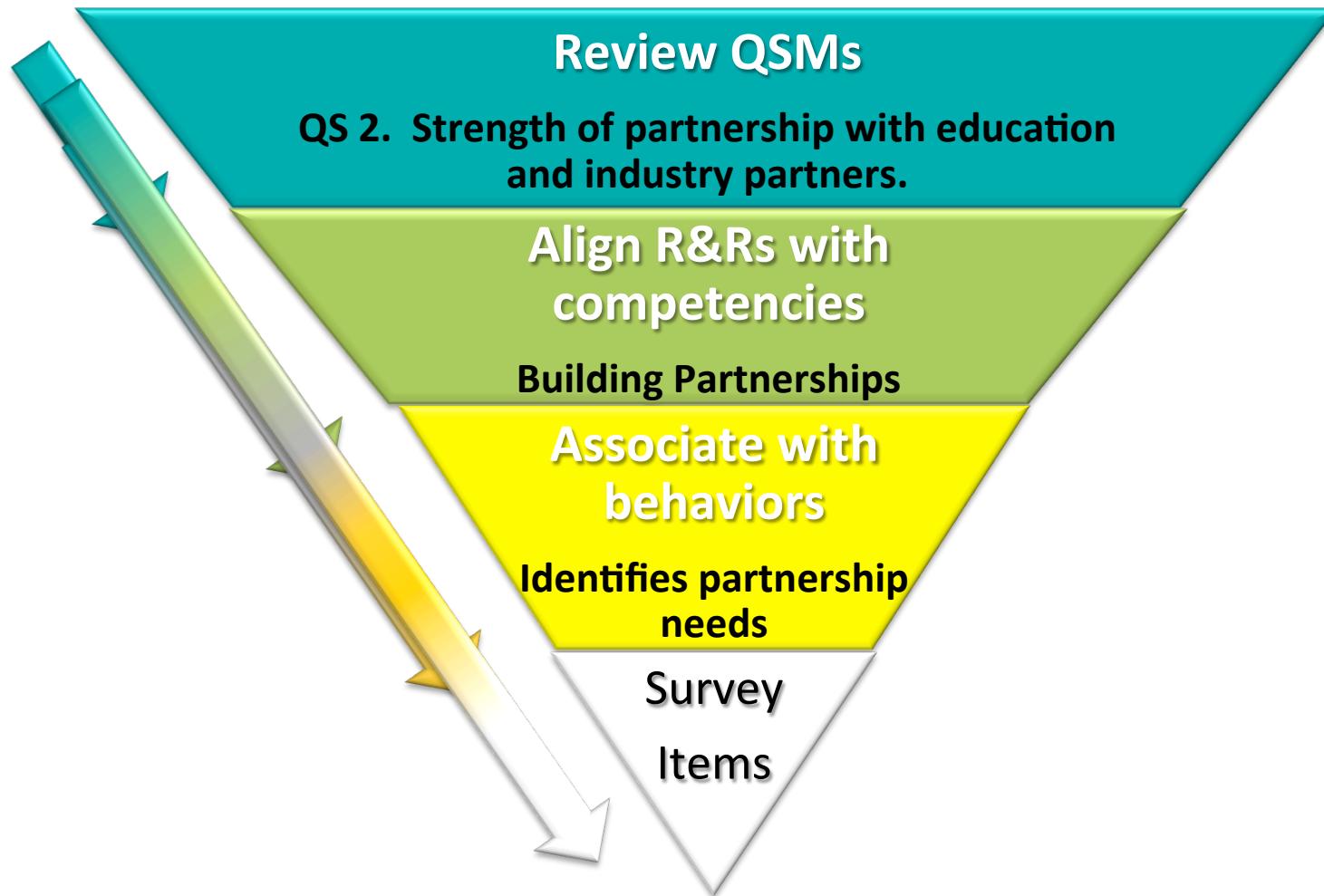
**QS 1.** Leadership and responsiveness as a member of the Extended Operations Team of the CCCCO Division of Workforce and Economic Development.

**QS 2.** Strength of partnership with education and industry partners.

**QS 3.** Strength of awareness and influence on state and regional policy related issues

**QS 4.** Strength of leadership and coordination in building of necessary supporting capacity, such as center, advisories, collaborative communities, and a hub.

# Methodology for Developing survey



*Brings employers, faculty and other stakeholders together in partnership to address workforce needs.*

# Competencies

| Competency                   | Defined   | Survey Item   |
|------------------------------|---|---|
| <b>Accountability</b>        | Takes responsibility for actions, decisions and deliverables. Works to establish a culture of accountability by modeling accountability for others.   | <i>Follows through on commitments.</i>  |
| <b>Building Trust</b>        | Interacts with others in a way that gives them confidence in one's intentions and those of the Doing What Matters For Jobs and Economy key talent group.  | <i>Considers others' ideas and opinions, even when they conflict with one's own.</i>                    |
| <b>Building Partnerships</b> | Identifies opportunities and takes action to build strategic relationships between one's area and other areas, teams, departments, units, or organizations to help achieve grant goals.   | <i>Establishes clear linkage between region goals and potential partnerships to achieve work plans.</i> |
| <b>Decision Making</b>       | Facilitates stakeholder decision making. Identifies and understands issues, problems, and opportunities; compares data from different sources to draw conclusions; uses effective approaches for choosing a course of action or developing appropriate solutions; takes action that is consistent with available facts, constraints, and probable consequences. | <i>Uses metrics and industry data to understand issues, problems, and opportunities.</i>                |

# Competencies

| Competency           | Defined   | Survey Item   |
|----------------------|---|---|
| Delivers Results     | Establishes high goals for grant/community of practice' success and personal accomplishment; meets or exceeds those goals and drives issues to closure. | <i>Removes obstacles by working collaboratively to procure resources that help stakeholders accomplish their goals.</i> |
| Resource Allocation  | Manages grant finances and college resources to enhance region goals. Deploys funds, staffing or resources economically and effectively.                | <i>Proactively seeks opportunities to maximize funding and in kind resources (e.g. braid, match opportunities).</i>     |
| Strategic Agility    | Is future oriented and adaptable; can anticipate future possibilities and likelihoods and innovate to adapt.  | <i>Searches for innovative ways to meet industry/workforce/college needs.</i>   |
| Organizational Savvy | Understands the political environment and navigates it sensibly.  | <i>Effectively maneuvers through complex political situations to get things done.</i>                                   |

# Phase 1: Feedback Provider Selection

3/6 – 3/18: Feedback provider selection

- Choose and enter feedback providers
- Link will be sent to input names, emails

3/20 – 3/28: Feedback provider approval

- List reviewed for appropriate representation and thoroughness

## Feedback provider categories

- Self, Network Leads, Peers and Community of Practice



# Feedback Provider Selection



## Feedback Providers

### Network Leads

- RC, SN, Deans, Supervisor of Record
  - Must include RC & SN
  - May also include Dean and/or Supervisor of Record

### Peers

- DSNs, TAPs
  - Provide 5 to 7
  - 5 will be randomly selected

### Community of Practice – Beneficiaries of service

- Faculty, industry & other stakeholders
  - Provide 7
  - 5 will be selected by steering committee
  - Representative of region/sector

| Potential Feedback Providers                         | Network Leads | Peers | Community of Practice |
|--|---------------|-------|-----------------------|
| Supervisor of Record                                 | x             |       |                       |
| California Community Colleges Chancellor's Office    | x             |       |                       |
| RC and SN  | x             |       |                       |
| Other Key Talent: DSNs, TAPs                         |               | x     |                       |
| Adult Education Block Grant Directors                |               |       | x                     |
| Career Technical Education Deans                     |               |       | x                     |
| Contract Education Directors                         |               |       | x                     |
| Faculty  |               |       | x                     |
| High School Principals                               |               |       | x                     |
| Industry Partners                                    |               |       | x                     |
| K-14 Teachers  |               |       | x                     |
| Local Department of Education                        |               |       | x                     |
| Pathways Trust Directors at K12 level                |               |       | x                     |
| Secondary District Administrators (e.g High Schools) |               |       | x                     |
| State Academic Senate                                |               |       | x                     |
| Workforce Development Board Representatives          |               |       | x                     |

# Feedback Provider Selection Process

## *Suggested Criteria for Feedback Providers*

- Regular, work-related interactions over a longer period of time
- Individuals with a high degree of visibility into your work, skills, and knowledge
- Understands the full nature of what you do
- Knowledge of the impact of your work
- Select individuals you work well with and some you do not

# Phase 2: Administer 360 Survey

4/3: Survey sent to feedback providers

4/18: Deadline

- Qualitative
  - Strengths: *This person's most effective behavior/skill at work is...*
  - Opportunities for development: *The one area that this person needs to work on is...*
- Quantitative
  - Example on next slide

| You are Rating  | Due                   | Progress              |                       | Status                |                       |                            |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------|
| Sample Participant  | December 30, 2015     | 100%                  |                       | Complete              |                       |                            |
| When the opportunity arises, how often do you see this person do the following? | Never                 | Infrequently          | About Half the Time   | Usually               | Always                | Do Not Know/Not Applicable |
| 1. Attempts to understand the way the organization operates.                    | <input type="radio"/>      |
| 2. Proactively works to improve skills or gain new knowledge or skills.         | <input type="radio"/>      |
| 3. Considers others' feelings and opinions.                                     | <input type="radio"/>      |
| 4. Follows through on promises and commitments.                                 | <input type="radio"/>      |
| 5. Meets deadlines.   | <input type="radio"/>      |
| 6. Provides great customer service for internal/external customers.             | <input type="radio"/>      |
| 7. Interacts effectively with colleagues.                                       | <input type="radio"/>      |
| 8. Shares important information with others.                                    | <input type="radio"/>      |
| 9. Works in a way that takes the organization's needs into account.             | <input type="radio"/>      |
| 10. Shares relevant knowledge and wisdom with others.                           | <input type="radio"/>      |

# Phase 3: Feedback Sessions

May

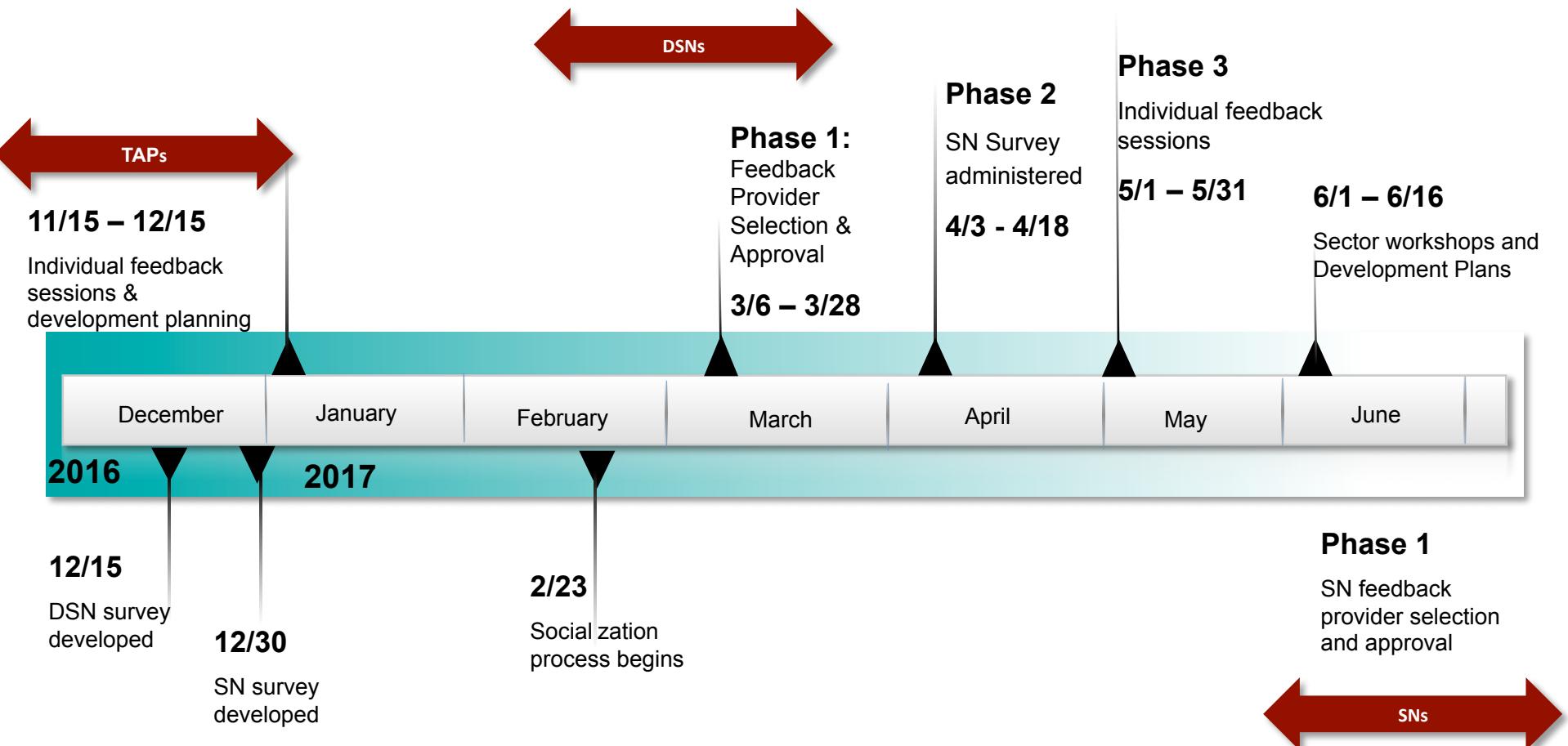
- Individual feedback sessions
- 1 hour phone conference
- Collaboratively interpret data

June

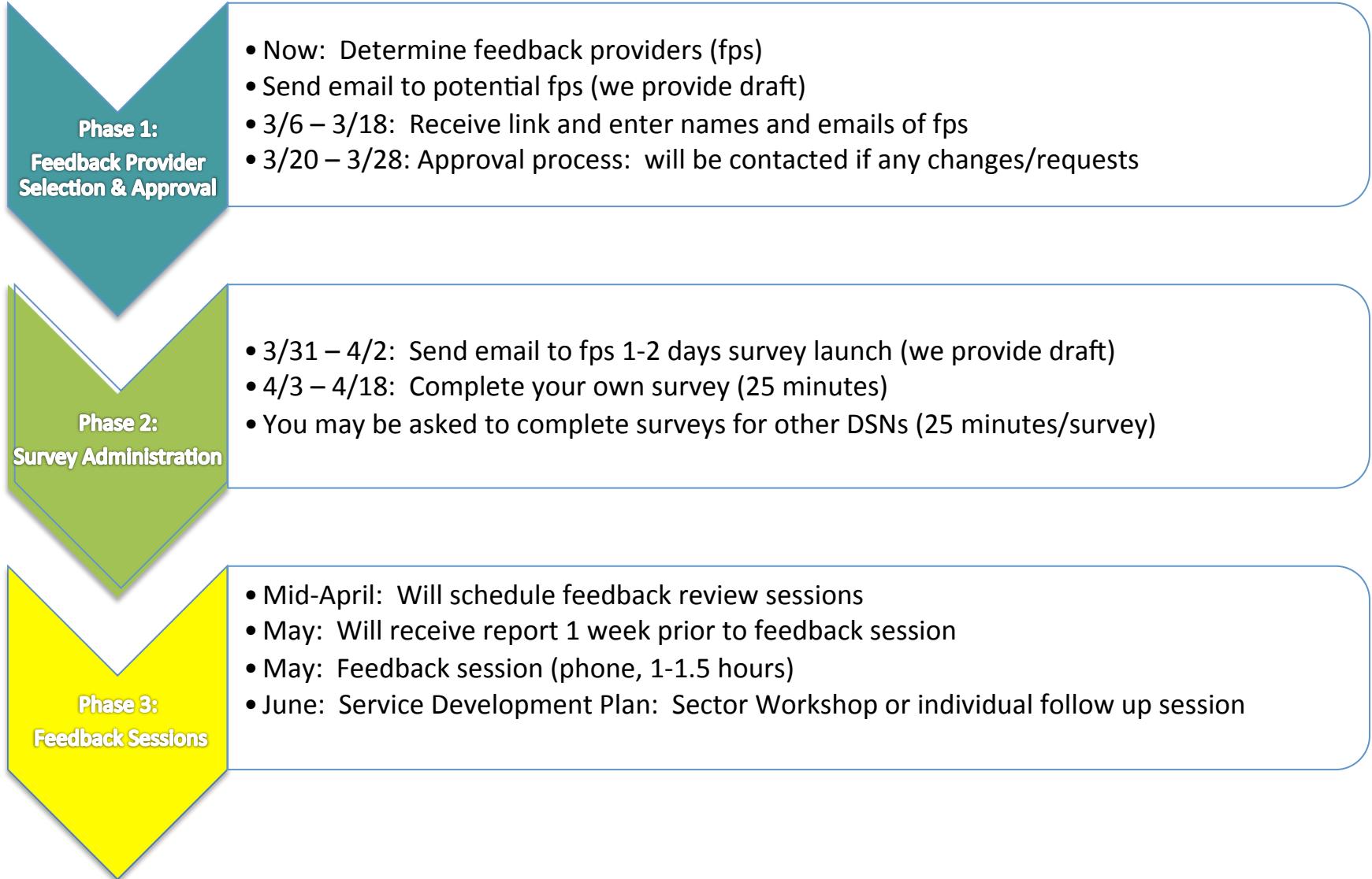
- Sector Workshops
- Service Development Plans



# 360° Feedback Timeline



# DSN role by phase



# Next Steps

- 2/27: FAQs and recorded webinar on website
- 3/6: Feedback provider selection begins
  - Begin thinking about who you may ask
  - Send email to them (we will provide draft)
  - On 3/6 you will receive by email from 3D and a link to enter your feedback providers
  - 3/18: deadline

# Q & A

1. Answer submitted questions
2. Other questions
3. FAQs on website, Monday 2/27

Additional questions or concerns:

[admin@appliedlearningscience.com](mailto:admin@appliedlearningscience.com)