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Integrated Studies in Human Resources Development

By

Eloy E. Cuevas

Webster University, Fort Bliss Campus

Richard L. Park, Ph.D.

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## ABSTRACT

Multi-source feedback is slowly taking a foothold in both federal and state government. Civil service employees are currently under the traditional single-source or supervisor-only evaluation, where, information for improving is limited and not always honest. Whether civil service employees accept multi-source feedback over single-source feedback is the aim of this study. Using a group of 44 federal, contract, and state civil service employees, I will gauge their perception for using multi-source feedback. While the use of multi-source has been expanding in the private sector, little to no research has been conducted in the public government sector. Understanding civil service employee perception of multi-source feedback is the first step to its acceptance within both state and federal government.

## **Chapter I**

### **THE PROBLEM AND IT'S SETTING**

#### **A. Statement of the Problem:**

This research proposes to determine the reactions and acceptance of single and multi-source feedback (MSF) among federal and state civil service employees in measuring work performance and improving leadership skills. According to statistics, there is a movement among companies to use multi-source feedback as the means to improving individual and organizational performance. Today, nearly 25% of all Fortune 500 companies are using MSF. Several government agencies have adopted the concept to improve civil service employee performance. I want to explore its acceptance by civil service employees at the Sergeants Major Academy and State of Texas, Department of Protective and Regulatory Services, Adult Unit.

#### **Sub problems:**

1. The first sub problem is to measure if feedback is perceived to be more accurate using multi-source feedback compared to single source feedback.
2. The second sub problem is to measure which feedback system will be a more employee-accepted means to gather data used for justifying administrative actions (ie, awards, promotions).
3. The third sub problem is to measure employee perception of which feedback system will provide better information for improving leadership and job-technical skills.
4. The fourth sub problem is to measure employee perception toward multi-source feedback if their upward feedback scores were incorporated into their supervisors formal appraisal.

B. Hypothesis:

1. The first hypothesis is that feedback is perceived to be more accurate in multi-source feedback than in traditional single-source feedback.
2. The second hypothesis is that senior-level civil servants will not accept multi-source feedback used for administrative purposes from subordinates.
3. The third hypothesis is that civil service employees will accept multi-source feedback used for developmental purposes over single source feedback.
4. The fourth hypothesis is subordinates will perceive more positive toward the toward multi-source feedback if their upward feedback scores were incorporated into their supervisors formal appraisal.

C. Delimitations:

1. The research is limited to federal, state, and contract employees working at the United States Army Sergeants Major Academy and the State of Texas Department of Protective and Regulatory Services, Adult Unit.
2. The research cannot predict the acceptable of either feedback system in all Department of the Army or State of Texas agencies.
3. The research does not compare other levels of Department of the Army Civilians or State of Texas civil service employees.

D. Definitions of terms:

Single-source feedback - performance feedback from a supervisor to an employee.

Usually from top-down.

Multi-source feedback - performance feedback from subordinates, peers, and supervisors that can be used for developmental or performance evaluation.

GS employees - General Service federal government Department of the Army employees whose duties are white-collar in nature and professional in orientation.

Usually a person who has specialized academic knowledge.

WG employees - Wage Grade employee whose duties are blue-collar in nature and labor in orientation. Usually a person with a trade or vocational knowledge.

SMA- Sergeants Major Academy located on Fort Bliss. Responsible for the development of the Non Commissioned Officers Education System doctrine material.

Proponent of training material related to the Primary Leadership Development Course, Battle Staff Course Course, First Sergeant Course, Common Core material for the Basic and Advance Non Commissioned Officers Course, and both the Resident and Nonresident Sergeants Major Course.

CPAC- Civilian Personnel Advisory Center. Provides advice to major subordinate commands concerning civilian appraisals and performance evaluations.

TAPES - Total Army Performance Evaluation System. Current single-source feedback system used at the Sergeants Major Academy and throughout Fort Bliss to evaluate federal civil service employees.

Abbreviations:

DOD- is the abbreviation for Department of Defense.

DA - is the abbreviation for the Department of the Army.

DAC - is the abbreviation for Department of the Army Civilian.

OPM - is the abbreviation for the Office of Personnel Management.

DOE - is the abbreviation for the Department of Education.



E. Assumptions:

1. Multi-source feedback provides individuals with the needed information needed to increase personal growth.
2. Most people desire to make a great contribution to improving performance and leadership skills and welcome honest and accurate feedback.
3. The employees surveyed understand the concept of both single and multi-source feedback.
4. The employees surveyed will answer all questions in this project honestly and without bias toward either feedback system.

F. Importance of the study:

Multi-source and single-source feedback has taken roots in different sectors of both federal and state governments. Multi-source feedback is being used in the Department of Education, Veterans Affairs, and sectors of the Department of Energy. The Department of the Army has conducted several pilot 360-feedback surveys in Army units at both Fort Hood and Fort Sill. In addition, many civilian employees within the Department of the Army are seeking information to improve their working and leadership skills. Multi-source feedback provides that needed information. On the other hand, studies have had conflicting results in demonstrating managerial acceptance of subordinate feedback. Those managers who receive lower subordinate ratings are more likely to seek clarification through additional feedback. This research will gauge federal employee reactions and acceptance of multi-source feedback. Next, with that information, we will need to educate them on conquering those fears. Only through change to multi-source feedback will our federal and state employees receive accurate

and useful feedback, so, they can address those weak areas and become better leaders and employees. The current system of single-source feedback is an inflated, doesn't give the employee information to grow professionally, and lacks in comparison to multi-source feedback.

I. Qualification of the Researcher:

The researcher is a graduate student enrolled at Webster University. The researcher has to complete 36 semester hours for his Master of Arts Degree in Human Resource Development. The Human Resource Development field provides students with the knowledge of how employees and organizations can improve productivity, whether, in a team or throughout the organization. These courses are based on social and behavioral theories and benefit the students by allowing them the capability to understand and solve issues facing each individual employee and the organization.

## **Chapter II**

### **II. REVIEW OF THE LITERATURE**

#### **Introduction**

Many companies are adopting a new method of performance appraisal on their employees. It has been estimated that 25 percent of companies have implemented 360 feedback for developmental and learning purposes, and in some cases, for performance evaluations (Waldman and Atwater, 1998). Ghorpade (2000) argues that organizations value 360 feedback because it provides their employee a more complete picture from a multitude of sources, including supervisors, peers, subordinates, and sometimes customers. Multi-source provides employees an opportunity to learn from their peers and subordinates. It supports organizational effectiveness by improving individual skills, team cohesion, and organizational productivity.

#### **Individual Benefits of 360 Feedback**

Great amounts of literature highlight the benefits of 360 feedback. O'Reilly (1994) found that feedback improves the individual's ability to work in teams. Many individuals have over time accepted the feedback as reliable, fair, and acceptable. Employees realize that feedback from a multiple of sources and not just one source is fairer and worthwhile (London, Wojhlers, and Gallagher, 1990). Even management-level employees have improved their performance after receiving poor evaluations. Furthermore, it can motivate employees to decrease discrepancies between the ratings others have given them and their own self-evaluation (Van Veslor & Wall, 1992).

Even at the individual employee level, after receiving 360 feedback, employees have attempted to self-correct any negative feedback from their circle of evaluators. 360

feedback serves as a compass and guide to recipients after been given valuable information about their strengths and weaknesses. This information helps employees in the formation of individual career development plans (Tornow, 1993). Secondly, it helps solve individual conflicts with each other. An individual may be able to express opinions, which might not otherwise have been expressed, and which are the causes of conflict to the other individuals involved (London & Beatty, 1993). Finally, 360 feedback benefits each individual by allowing them the opportunity to praise or criticize their co-workers anonymously (Hazucha, Hezlett, and Schneider, 1993); otherwise, such praise or criticism might never be expressed openly to the individual being rated.

### **Organizational Development Benefits**

Edwards & Ewen (1996) state that “organizations that adopt 360 feedback want better performance information and seek to motivate behavior change” (p.7). Specifically, 360 feedback contributes toward organizational development in the following ways: allows customers to give feedback to the organization; it allows employees to play an active roles in the career’s of other employees; and it stimulates teamwork and synergy. 360 feedback increases company productivity by providing better human resources decision information, enhanced quality control and validity for promotions, increased employee motivation, an opportunity to link performance and rewards, and an opportunity to align organizational vision, values, and competencies. On the other hand, Lepsinger & Lucia (1998), argue that many opponents of 360 feedback feel the direct and indirect costs are too high. “Other objections are that it is too risky...creates rifts in working relationships, thereby negatively affecting productivity...” (p.50) Tornow & London (1998) promote 360 involvement in organizational development issues. One essay argues the advantages of involving customers in the 360 degree feedback process. For example, customer

involvement enhances strategic alignment, and facilitates top-to-bottom focus ( i.e., aligning goals from the organizational to the individual level). Garavan, Morley, and Flynn (1997) argue that 360 feedback can improve organizational development by (a) facilitating culture change such as accelerating a shift to team work and employee empowerment; (b) it can be used for developmental purposes, which should enhance organizational performance; (c) it can be used to identify managers who have the necessary skills for corresponding positions which demand such skills and abilities; (d) it can be used for executive-level development; and (e) it will reinforce the organization's desired core values and business visions.

### **Appraisal or Developmental tool**

There has been debate for the last thirty years on how companies should incorporate the information generated through 360 feedback. O'Reilly (1994) suggested that "when 360-degree feedback is used for development purposes, scores from raters turn out remarkably similar...but...for formal evaluation purposes, things change" (p.100). Friends and even enemies take care of each other, knowing that each will support the other. Many proponents of 360 feedback believe it should be used solely for employee development, rather, than appraisal purposes. London, Wajhlers, and Gallagher (1990) found that 65 percent of respondents believed that upward feedback should be used for development purposes only, compared to less than 30 percent for both development and appraisal. Studies (Garvavan, Morley, and Flynn, 1997) recommend that feedback should be used primarily for development purposes and the analysis of the training needs of managers. Furthermore, merit increases should not be tied to 360 feedback according to most studies conducted (Vinson, 1996; Coates, 1998).

Many supervisors conclude that subordinates are in the best position to evaluate them. Subordinates work day-to-day with their boss and their productivity is usually shaped by their supervisor's leadership skills. These same supervisors, however, state valid concerns associated with the use of subordinate-supervisor appraisals (Bernardin, Dahmus & Redmon, 1993). These concerns include: (a) supervisors may focus on pleasing subordinates in an effort to get higher appraisals, (b) authority of the supervisor may be undermined by the pressure of upward appraisal, (c) subordinates may lack the ability or training necessary to provide valid ratings, (d) subordinates may be reluctant to be candid about their boss for fear of repercussions, (e) employees who are being pushed hardest by supervisors may seek revenge on their supervisor's report appraisal, and (f) supervisors may be confused about how to interpret subordinate appraisals relative to ratings from other sources.

### **Acceptance of Feedback**

Studies in multi-source feedback have varied in its acceptance by employees and managers. First of all, users are more inclined to reject multi-source from the out start and resist its implementation if not included in the creation and testing phase. Users have devalued the 360-feedback instrument by inflating ratings if they were going to be provided to managers and not remain anonymous.

In terms of supervisor-subordinate ratings, supervisor attitudes toward subordinate feedback is more positive if recipients believed that the raters who will use the appraisal instrument had sufficient time to determine a fair evaluation, had knowledge of their supervisor's responsibilities and duties, and did not have a hidden agenda for revenge. Waldman and Atwater (June, 2001) conducted a study to determine if managers who had

received low competency scores would perceive the information as useful and would act on it. They concluded that managers with lower leader competencies as rated by subordinates did not find the process to be useful. Conversely, managers who received lower performance appraisal scores from their supervisors found the feedback to be useful and worth acting upon. Clearly, managers receiving low performance appraisal scores viewed their supervisor's feedback as vital and important. They would welcome only scores from their bosses in the future. Waldman and Atwater's study distinguished between manager acceptance and feedback seeking-behavior. Just because a supervisor doesn't accept subordinate ratings doesn't discount the manager not making attempts to correct his behavior. The researchers claim that managers in their study who received low scores from subordinates engaged in significantly more feedback-seeking behavior than those who received higher subordinate ratings. Similarly, managers who had self-ratings that were higher than their follower ratings (as measured by self-other difference scores) were more likely to seek feedback. The managers who initially received low follower ratings would be more likely to seek additional feedback to understand why their ratings were not as high and consistent with their self-evaluation. This study's findings came as a surprise compared to similar studies. Managers in this pilot study were generally interested in receiving subordinate feedback. Those managers who had received the lowest subordinate performance scores "were more positive about the usefulness of the process, suggesting that they...believed the feedback could help them improve (Waldman & Atwater, June, 2001, p.201)." It should be noted that only the manager was given the feedback and all appraisals were confidential. Studies point out manager preference in this matter. If the low scores had been reported to upper management, the ratees may

have perceived the feedback to be less useful. Hazaucha, Hezlett, and Schneider (1993) confirms Waldman and Atwater's conclusion by stating in their study that managers who received less favorable ratings from others reported putting more effort into development.

London, Wohlers, and Gallagher (1990) examined managers' reactions to receiving upward feedback. In their study, 89% of the 321 managers used their subordinate feedback to develop an action improvement plan. These managers acted on the feedback to learn about their leadership style. They did not resist or closeout the information, but, used it as a means to develop. On the other hand, only 56% of supervisors agreed that subordinates were in the best position to evaluate their skills. These supervisors were generally supportive of subordinate feedback, except when it was tied to administrative uses. They felt that a supervisor's pay, promotion, or other positive action should not be tied to subordinate feedback. In the public sector, managers thought subordinates ratings were acceptable if use for developmental purposes (McEvoy, 1990).

Ilgen (1979) takes a conception whole-person approach to how individuals react to feedback. He noted that individuals with high-esteem (compared to those with low-esteem) relied more on their self-perceptions than other's evaluations. Those high-esteemed individuals sought information from peers and improved their performance. Likewise, the performance of low-esteem individuals remained low or decreased following negative feedback from peers. Ashford (1986) found that the value of feedback to an individual would vary depending on the individual's tenure in the company. Everyone can agree that when a person joins an organization and is learning the methods, they seek and accept job feedback. On the other hand, as individuals gain confidence and tenure, they accept feedback in a less accepting manner. Tenure usually correlates to



experience and age. Ilgen (1979) noted that another factor to feedback acceptance was age. Older employees use feedback less often than their younger counterparts. Older employees may become defensive and close-minded to new and better ways of improving, while; their younger counterparts are in a stage of learning.

### **Solicitation of Feedback**

Baron (February, 1996) conducted a study at three banks concluding that managers are doing a better job of encouraging upward feedback than their subordinates. In his study involving managers and their employees, managers rated themselves high in their demand and use of upward feedback. Barron suggests that the managers would naturally rate themselves high in this area because it was their responsibility to encourage feedback from all sources. In contrast, employees rated manager-demand for feedback as lower and less likely to be acted on. Employee's even expressed considerable constraints by managers to engage in upward feedback and believed managers could do a better job of encouraging upward feedback. Barron believes that both managers and employees have different perceptions of upward feedback causing managers to become isolated from the actual views of their employees. This could have negative implications for both the managers and the organization.

### **Multi-source in Government**

The use of multi-source feedback has been limited to a handful of agencies within both state and federal government. In the Army, the Center of Army Leadership (CAL) at Fort Leavenworth, Kansas, has experimented with the concept of multi-source feedback. According to LTC Craig Bullis (2001), the intent of 360 feedback in the Army is to develop leaders. Specifically, it gives leaders an azimuth check in their self-awareness,

gives feedback to assist leaders with the development of action plans, facilitates leader adaptability, improves, and educates the force on what subordinates expect of their leaders. In the administrative area, it augments the officer efficiency report and non-commissioned officers efficiency report. In places where 360 have been tested, participants liked the idea of raters being anonymous. Individual ratings were not disclosed, rather, only a summary (peer, subordinate, and superior) was reported. Individual leaders promoted 360 feedback because the results are not used for their evaluation, the summaries of ratings were available only to the leader and facilitator. In the macro view, CAL is pushing 360 implementation because it improves Army-wide performance by educating the force about values, attributes, skills, and actions; increased leadership improvement leads to increased unit performance, and communicates to soldiers that the organization values their input. In a pilot test that was conducted at Fort Sill in a Field Artillery Brigade, 87% of raters believed their leaders improved as a result of 360 feedback. In fact, 65% of soldiers stated that they'd be willing to be assessed using 360 feedback. This is quite surprising due to the culture where subordinates follow orders and guidance comes from superiors. The same group of leaders believed that 360 feedback had great potential use for the Army. In fact, 67% were willing to accept verbal feedback on leadership from superiors, peers, and subordinates. On the other hand, only 47% of target leaders stated that 360 feedback had motivated them to change their leadership behavior. In a second pilot test conducted at Fort Hood, Texas, in an Infantry Brigade, 70% of those leaders surveyed agreed that 360 feedback had made a difference in improving their own or their bosses leadership skills. Similarly, another 75% believed that the 360 feedback process was a valuable tool. In both pilot tests, Bullis and his team

claimed that 360 feedback had a positive effect on the organization and its leadership. Bullis and his team hope to develop an electronic 360 instrument on the World Wide Web so leaders can rate themselves and have their circle of raters give them their feedback. This instant feedback will provide Army leaders with the critical information needed to improve.

In another military setting, Hollis (2001) conducted a study at the United States Army Sergeants Major Academy to determine the acceptability of 360 feedback to senior enlisted students. Using them as her population, 66% of the participants stated that they would use the feedback to improve their leadership skills. This is similar to what Bullis discovered in his tests. Students also agreed to use the feedback as a means to develop training for themselves and their subordinates. Despite these positive numbers, many students did express concerns about being able to accept feedback from subordinates. Only 17% of all participants stated they would accept feedback from subordinates two military grades below their own. In a similar question, 30% of respondents stated they would accept feedback from subordinates one grade below their own. Leaders were more willing to accept feedback from peers. Out of a population of 324 participants, 175 agreed that they would accept feedback from their peers. Hollis provides us with a snapshot of how enlisted leaders perceived to be the value of 360 feedback. She concludes that while 360 can be a valuable tool for improving individual and organizational performance, organizations need to develop similar tools. Their plan should cover attitude, accountability, mentoring, and measuring of soldier capabilities.

Outside of the Department of Defense (DOD), the Department of Education (DOE) has taken the lead in using multi-source feedback. Implemented in 1996, DOE employees

have been using multi-source feedback for developmental reasons. Employees and their immediate supervisors are the only individuals who gain access to feedback. Using that feedback, they jointly develop improvement plans. Within the DOE, this process is repeated twice during the year- midpoint and final. According to Heather Noiwan (2001), DOE wanted to address employee fears early in its implementation. In focus groups, issues surfaced among the participants. Comments from employees for the most part surfaced around employee distrust of customers and co-workers. DOE employees felt that no one knows you better than your supervisor. They also believed that automated system should not replace the face-to-face discussions between supervisors and their employees. The majority of DOE employees felt that 360 feedback did not help improve performance. Similarly, 40.5% of employees polled by DOE felt that 360 was ineffective in improving individual performance, compared to 30.1% who believed it was effective. Some specific comments from focus groups included that the system was unreliable because employees were picking their ratees, usually friends, who would give themselves favorable reviews. Likewise, most employees needed training on how to give constructive feedback and that managers needed to be taught how to communicate with employees. Currently, DOE has run this program since 1996 and continue to use it as a developmental tool.

### **Conclusion**

360 feedback has emerged as a tool used by organizations to measure employee performance and organizational climate. Its popularity has increased over the last twenty years and all indications point to its ever-growing use in the future. My review covers only the basic uses of 360 feedback in improving the individual and organization. The

means of improving the effectiveness and efficiency is through the feedback process.

Now the debate is whether the information generated in the 360 feedback process should be used for development or appraisals. 360, while growing in popularity, are still imperfect and needs additional research. Many public and private agencies are experimenting with the 360 feedback. In fact, forward thinkers at the United States Army Combined Leadership Command, Fort Leavenworth, KS are exploring the benefits of 360 in operational units. Several pilot tests have been conducted in units with mixed results. Further testing would be needed to demonstrate the usefulness of 360 in the military. In the course of my review, I am convinced that 360 feedback is a positive tool that can contribute to both individual and organizational improvement.

## **Chapter III**

### **THE DATA AND TREATMENT OF THE DATA**

#### **A. The data needed and means for obtaining the data**

The data needed are an assessment of reactions and acceptability of single and multi-source feedback as a means of improving work performance and leadership skills within the current federal and state civil service system. Questionnaires and interview replies will be used for obtaining the data. The participants will have additional space on both forms to provide comments on the questions asked during the survey or interview.

#### **B. The research methodology**

This research is intended to determine civil service employee preferences and acceptance of feedback provided by both single and multi-source feedback. A total of 44 federal and contract employees at the United States Army Sergeants Major Academy and 16 state employees at the Department of Protective and Regulatory Services, Adult Unit participated in the research. The data used in this research was secondary. The forms used to collect the data were distributed through the civilian personnel liaison officer at the Sergeants Major Academy and through a fellow student at the Department of Protective and Regulatory Services. The forms provided the directions and stated that the form was for research only and not tied to of any action conducted by their human resources division. The researcher does not want the participants to believe their agency is considered an alternate method of evaluating employees.

### Data

The data for this research was obtained through interviews and questionnaires. Civil servants and government contractors having a few months to over forty years of experience working within government participated in this research. The interview consisted of eleven questions and the questionnaire of fourteen questions, but participants were allowed to make additional comments.

### **Interview of Government Employees**

1. Current Position
  - a. Federal
  - b. State
  - c. Contractor
2. Years of Civil or Government Contract Employment
  - a. <5 years
  - b. 6-10 years
  - c. 11-15 years
  - d. 15-25 years
  - e. > 25 years
3. What is your last completed education level?
  - a. High School
  - b. 2 Year Degree
  - c. 4 Year Degree
  - d. MA or MS Degree

4. Do you believe a team composed of your subordinates, peers, and supervisor could better identify your work performance strength and weaknesses compared to only your supervisor identifying your performance strength and weaknesses? Why?
5. Could your peers rate your work better than your supervisor? Why?
6. Do your peers and subordinates have a better understanding of your day-to-day work than your supervisor? Why?
7. Would you object to being rated by a subordinate or peer if the results were used to determine awards or promotions? Why?
8. Do you think peers and subordinates should be able to identify the best future supervisors from within their group? Why?
9. Do you have objections to receiving subordinate and peer evaluations if used to only leadership or technical problems (developmental) rather than for administrative use (promotions, awards)? Why?
10. Would you approve of incorporating your upward feedback scores into your supervisors formal appraisal? Why?
11. Do you think supervisors would improve their leadership skills if your feedback influenced their appraisal? Why?

### **Survey of Government Employees**

1. My subordinates and peers could rate me more accurately than my boss.
2. My peers provide better advice on how to improve my job skills than my boss.
3. My subordinates and/or peers would rate me honestly and without fear of retribution.
4. Most supervisors within government know the activities of their employees and could give them an accurate appraisal.



5. Being rated by my subordinates and peers is acceptable to me when used to improve my performance and I alone received the report.
6. I would prefer to be rated by my supervisor-only and not my subordinates/peers if used to base awards and promotions.
7. I believe the current single source appraisal is inflated and doesn't measure who is the best.
8. I believe peers and subordinates should be able to identify and nominate future supervisors from within their subgroup/team.
9. Supervisors know employee leadership weaknesses better than peers.
10. Supervisors are willing to expose employee leadership weaknesses more than peers and subordinates are.
11. Peers and subordinates help form my leadership style more than my supervisor.
12. I believe my upward feedback should be included in my supervisor's formal appraisal.
13. Supervisor skills would improve if their subordinate and peers provided them developmental feedback.
14. I believe supervisors need to know how their subordinate views their leadership qualities.

C. The criteria for admissibility of the data

Admissibility will be based on the answers to the questionnaire and interviews conducted at Adult Protective Services and the Sergeants Major Academy. Participants will be given both the questionnaire and the interview form. Range of experience in both federal and state civil service varies from a couple of months to more than forty years.

Most of the participants at the SMA are retired Sergeants Major that may have concerns about multi-source feedback due to subordinate participation.

D. The Specific Treatment of the Data for Each Sub Problem

Sub Problem One. The first sub problem is to measure if feedback is perceived to be more accurate using multi-source feedback compared to single source feedback. The data needed is based on employee perceptions of multi-source versus single-source appraisals. Which system is perceived by employees to better accurately identify employee strengths and weaknesses? Specifically, data collected from questions four, five, and six in the questionnaire, and questions one, two, three, four, and five from the survey will be used to help answer subproblem one. This data will be gathered at the Sergeants Major Academy, Civilian Personnel Advisory Center-Fort Bliss, and State of Texas Department of Protective and Regulatory Services- Adult Protective Unit, all in El Paso, Texas. This data will be used to better understand which feedback system is preferred by both federal and state civil service employees in measuring work performance. Additional comments provided by the participants will be incorporated if referenced to any of the questions used to answer sub problem one.

Sub Problem Two. The second sub problem is to measure which feedback system will be a more employee-accepted means to gather information used to justify administrative actions (ie, promotions, awards). Employee perceptions on both feedback systems as a means to justify administrative actions will be collected. Specifically, data collected from questions seven and eight in the questionnaire, and questions six, seven, and eight from the survey will be used to help answer sub problem two. This data will be gathered at the Sergeants Major Academy, Civilian

Advisory Center, and State of Texas Department of Protective and Regulatory Services- Adult Protective Unit, all in El Paso, Texas. This data will be used to better understand which feedback system is preferred by both federal and state civil service employees in justifying promotions, awards, etc. Additional comments provided by the participants will be incorporated if referenced to any of the questions used to answer sub problem two.

Sub problem Three. The third sub problem is to measure employee perceptions of which feedback system will provide better information for improving leadership and job-related technical skills. Employee perception on both feedback systems as a means of gathering developmental feedback will be collected. Specifically, data collected from question nine in the questionnaire, and questions nine, ten, and eleven from the survey will be used to help answer sub problem three. This data will be gathered at the Sergeants Major Academy, Civilian Personnel Advisory Center, and State of Texas Department of Protective and Regulatory Services- Adult Protective Unit, all in El Paso, Texas. This data will be used to better understand which feedback system is preferred by both federal and state civil service employees for providing better employee developmental feedback. Additional comments provided by the participants will be incorporated if referenced in any of the questions used to answer sub problem three.

Sub problem Four. The fourth sub problem is to measure employee perception toward multi-source feedback if their upward feedback scores were incorporated into their supervisor's formal appraisal. Data needed are employee thoughts and concerns about incorporating their ratings of their supervisor's into their supervisors formal appraisal.

Specifically, data collected from questions ten and eleven in the questionnaire, and questions twelve, thirteen, and fourteen from the survey will be used to help answer sub problem four. This data will be gathered at the Sergeants Major Academy, Civilian Personnel Advisory Center, and State of Texas Department of Protective and Regulatory Services – Adult Protective Unit, all in El Paso, Texas. This data will be used to better understand how government employees think about incorporation of their upward feedback into their supervisor’s appraisal. Additional comments provided by the participants will be incorporated if referenced to any of the questions used to answer sub problem four.

## **Chapter IV**

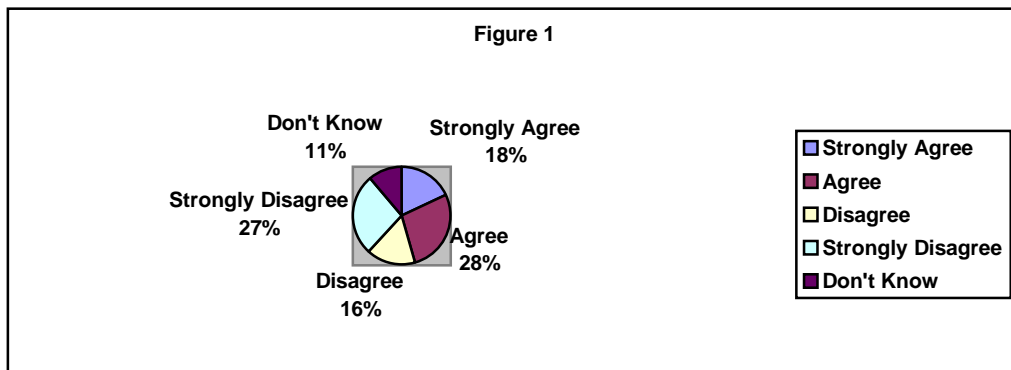
### **IV. RESULTS**

#### Introduction

I will present my results by each sub problem. I will first state the sub problem, followed by a short narrative of the survey findings that help me answer each sub problem. Following the narrative, I will graphically display the responses to each survey question, followed by representative answers to interview questions that help me answer the sub problem. Last, I will interpret the data pertaining to each sub problem and draw a conclusion to my findings. I will use this method for each sub problem in an attempt to answer my overall problem statement.

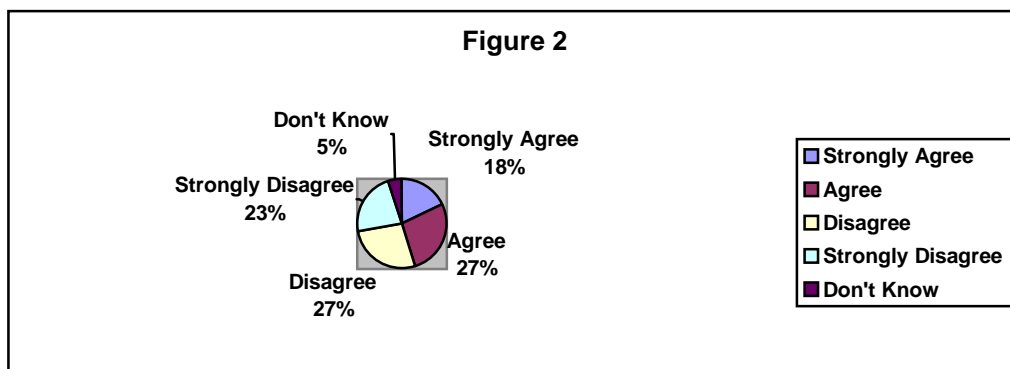
The first sub problem was to measure if feedback is perceived to be more accurate using multi-source feedback compared to single source feedback. Responses from interviews and surveys show that 45 % either strongly agreed or agreed that their subordinates and peers could rate them more accurately than their boss (Figure 1). Interestingly, 42% either disagreed or strongly disagreed. This shows that civil service employees don't have a perception for which method of feedback is more accurate. 45% of all employees surveyed believed that their peers could provide them better advice on how to improve their job skills compared to 50% believing that their supervisor was a better mentor or advisor when it came to improving job skills (Figure 2). 47% of all employees agreed that their subordinates or peers would rate them honestly and without fear of retribution while 34% of employees would not trust their subordinates nor peers to rate them honestly. Reasons for these fears in civil service employees were distrust in their peers, competition, and personality types

(Figure 3). 50% of all employees believed their supervisors knew enough about their employee's daily activities to accurately give them a fair appraisal. 43% believed that their supervisors did not know their employee activities well enough to give them an accurate appraisal (Figure 4). Finally, 61% of all employees didn't mind being rated by their subordinates and peers if they alone received the information. 29% did not want to be rated by either subordinates and/or peers even when they alone received the information (Figure 5).



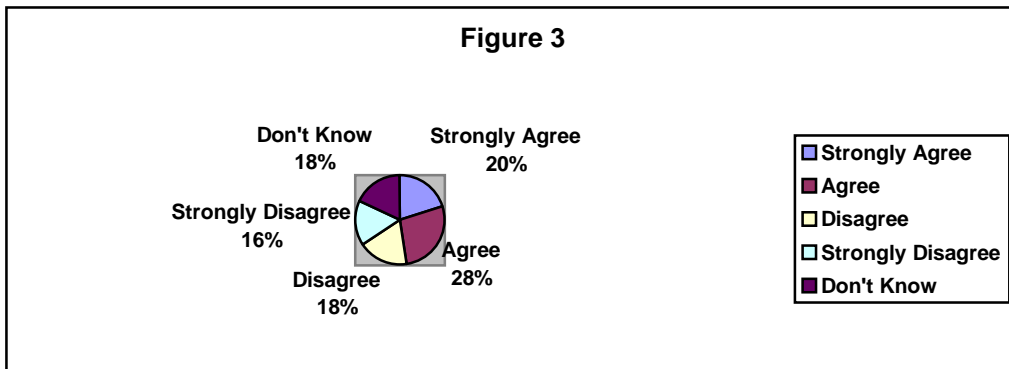
Q: My peers and subordinates could rate me more accurately then my boss.

A: Participants were split nearly 50-50 in use of either multi-source or single-source feedback.



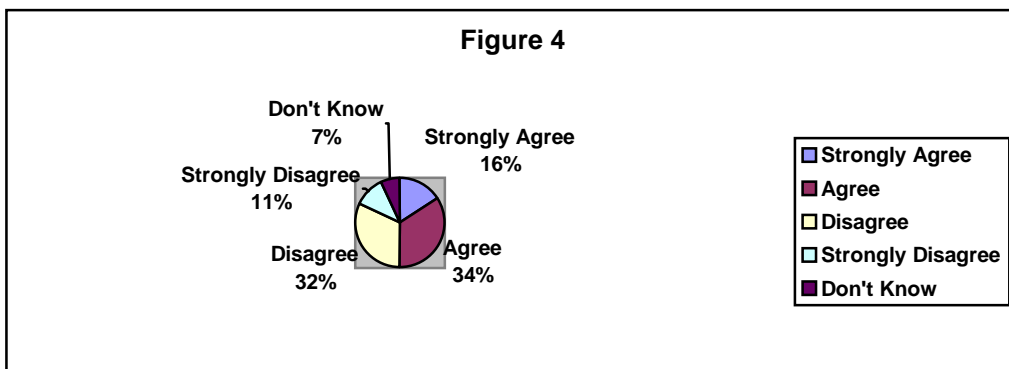
Q: My peers provide better advice on how to improve my job skills then my boss.

A: Participants were split on who could provide better advice on improving job skills-  
their boss or their peers.



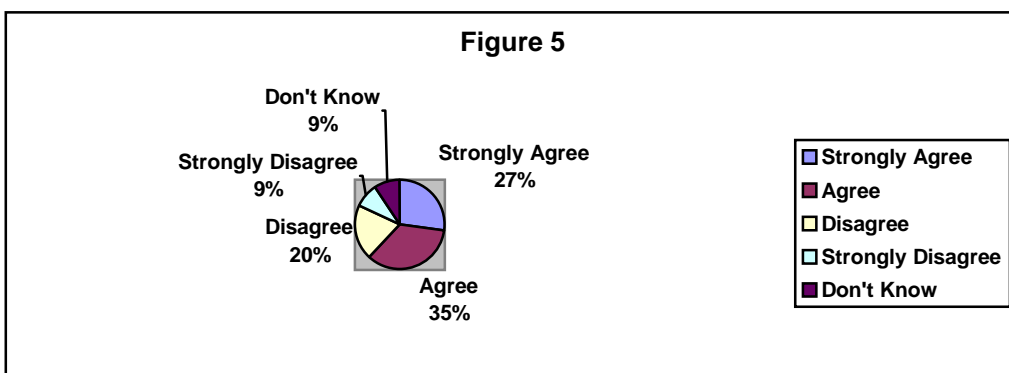
Q: My subordinates and/or peers would rate me honestly and without fear of retribution.

A: Slight majority believed their subordinates would rate them honestly.



Q: Most supervisors within government know the activities of their employees and could give them an accurate appraisal.

A: Slight majority felt that their supervisors knew their employee's activities enough to give a fair appraisal.



Q: Being rated by subordinates and peers is accepted to me when to improve my performance and I alone received the information.

A: Participants would accept performance feedback if the ratee alone received the feedback.

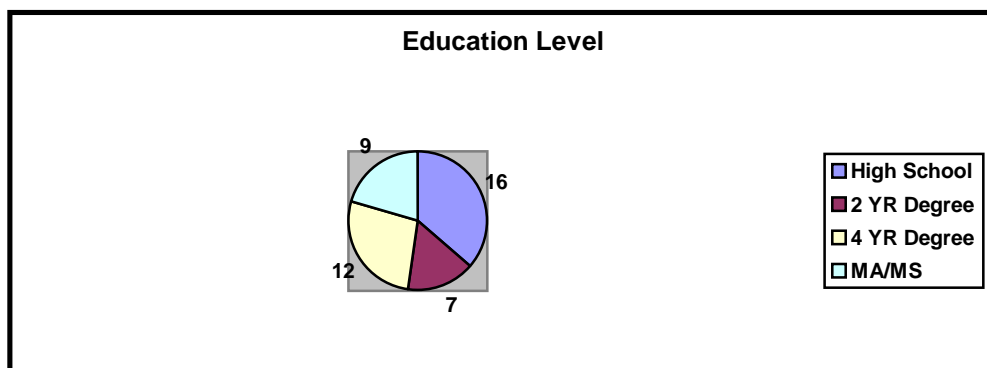
The following were responses to interview questions given to 44 federal, contract, and state civil service employees at the Sergeants Major Academy and Adult Protective Services. A total of 28 employees at the Sergeants Major Academy and 16 state employees were interviewed.

2. What are your years of civil or government contract employment?

Response: Twenty four participants ranged from 1 to 5 years, six ranged from 6-10 years, zero for 11-15 years, ten from 15-25 years, and four for more than 25 years.

3. What is your completed education level?

Response: High School (16), 2 Year Degree (7), Bachelor's Degree (12), and Masters Degree (9).



4. Do you believe a team composed of your subordinates, peers, and supervisor would better identify your work performance strength and weaknesses compared to only your supervisor identifying your performance strengths and weaknesses?



Response: "Yes, it never hurts to have views and opinions from all sides, however, this process becomes difficult to administer."; "No, my supervisor knows my work quality. My peers could not possibly know my weaknesses and strengths."; "Yes, because all 3 interact with you on different levels."; "Yes, I think that everyone being involved in your activities has a better idea of your performance."; "Yes, they have a better rounded view of your performance, under a variety of conditions."; "No, too much diversity in personalities."; "No, I believe the supervisor should only be given the right to identify my performance strength/weaknesses. Competition, jealousy, envy, etc. intervene too much if subordinates and peers get involved."; "No, too much potential for pettiness, even vindictiveness in this type of appraisal system."; "Probably not. Would allow for some employees to get back at supervisors they dislike. Peers could influence promotion selection for friends."

5. Could your peers rate your work better than your supervisor? Why?

Response: "Not always, it would require both peers and supervisors in concert. Supervisors generally have experience operating in the organizational culture and have unique perspectives."; "Yes, because they see your work effort and quality each day."; "Perhaps they could rate the quality of the work I currently do, but only my supervisor knows the quality of the work I've produced in the past"; "No, as long as we're are speaking of a supervisor who has at one time held your position and knows what you do."; "No, peers are not aware of all the duties of the job."; "No, because my peers do not know the specifics of my work or what is required to complete it."; "I believe they could because they have an intimate understanding of what I do because they have trained my

in my job and theirs.”; “ Yes, my peers are my customers and they see my products and services – my supervisor doesn’t see much.”

6. Do your peers and subordinates have a better understanding of your day-to-day work than your supervisor? Why?

Response: “Yes, they are more aware of what is actually required to perform effectively.” ; “ Yes, we do the same thing and we talk about it daily.”; “ Somewhat – they are in the area and see what is being accomplished on day to day operations.”; “ Absolutely. They see me daily; they help me daily- so we can accomplish the mission.” ; “ no, my supervisor has been doing this work for a lot longer and knows more about it than I do.”; “ In some cases, my supervisor may not fully understand or appreciate what goes into putting out a specific product.”; “ Yes, my supervisor is out of the local net too often.”; “ Yes because peers are more open to each other concerning day-to-day work and problems associated with the job than a supervisor.”

#### Interpretation of the Data

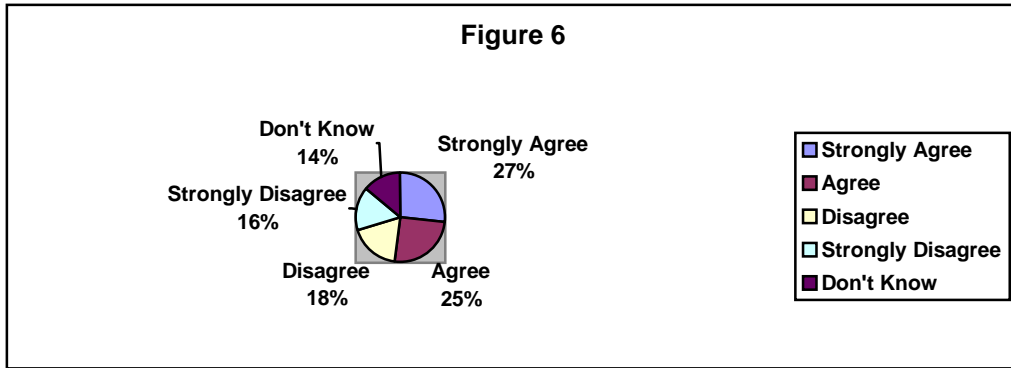
According to the responses from both the survey and the interviews, civil service employees vary on their perception on whether multi-source feedback is more accurate than traditional single-source feedback. Both federal and state civil service employees support and distrust multi-source feedback while others feel their current single source works fine. The results don't support my hypothesis that multi-source feedback would be perceived as providing more accurate appraisal feedback compared to single source feedback. There was almost a 50-50 split in number of participants that supported multi-source with those who supported single-source.

#### Conclusion

In summary, based on the data collected I believe that civil service employees have concerns about both multi-source and single-source feedback. There is a mistrust in some of the employees surveyed and until these personalities issues are cleared up, multi-source will never be accepted because of fear of peer or subordinate retribution, accountability, and fairness.

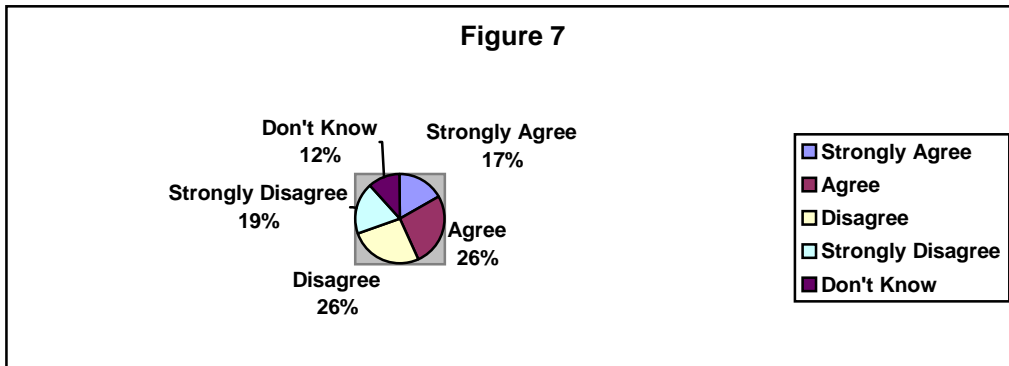
The second sub problem was to measure employee perception on which feedback system, multi-source or single-source, would be more accepted as a means to justifying administrative actions (awards, promotions). 52% of participants agreed or strongly agreed that they preferred to be rated by their supervisor-only and not their peers/subordinates. 34% disagreed and believed that peer and subordinate input should determine administrative actions (Figure 6).

In terms of whether participants believed their current, single-source system was inflated and didn't measure the best, 41% either strongly agreed or agreed, and 43% either strongly disagreed or disagreed. With the difference only being 2%, participants may be confident in their current system (Figure 7). Finally, 50% of participants believed peers and subordinates should be able to identify and nominate future supervisors. 43% did not feel the same way. They felt that management alone has that right and responsibility. Popularity, friendship, envy, and mistrust are all factors that would make peer-to-supervisor nominations unfair (Figure 8).



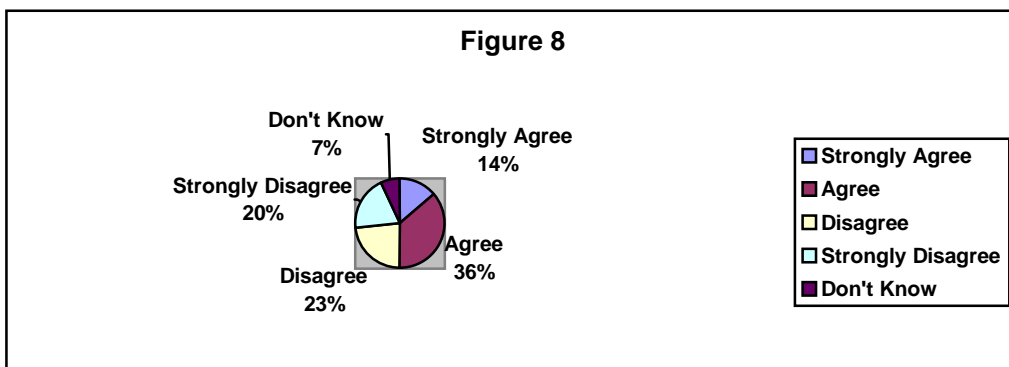
Q: I would prefer to be rated by my supervisor-only and not my subordinates/peers if used to base awards and promotions.

A: Majority of the employees want to be rated by their supervisors only if awards and promotions are decided.



Q: I believe the current single source appraisal is inflated and doesn't measure who is the best.

A: Half of all employees feel the current system is inflated and doesn't promote the best while the other half thinks it works fine.



Q: I believe peers and subordinates should be able to identify and nominate future supervisors from within their subgroup/team.

A: Slight majority feels that their input should be used to identify future supervisors.

The following were responses to interview questions given to 44 federal, contract, and state civil service employees at the Sergeants Major Academy and Adult Protective Services. A total of 28 employees at the Sergeants Major Academy and 16 state employees were interviewed.

7. Would you object to being rated by a subordinate or peer if the results were used to determine awards or promotions? Why?

Response: “ Yes, no matter how honest a person would try to be, there would be a certain amount of personal bias involved, not to mention the fear of competition”; “ I would not mind feedback from my peers; however, I fully expect my supervisor to realize the quality of my work ”; “ I would only if the rating were not tied to performance”; “ I would only if the rating were not tied to performance”; “Yes – personalities vice professional opinion comes into play too often”; “ No, but I do think letting subordinates determine ratings would be a can of worms”; “ Yes, subordinates or peers might feel pressured if awards or promotions were in question. A “quid pro quo” situation might result, with further inflation of the award system”; “ In an environment where cut backs have become the norm, peers and subordinates could have ulterior motives for a given rating”; “ Yes, where awards and promotions are concerned, it is difficult for peers to be completely objective, truthful, an accurate”; “Yes, you cannot rule out the human emotion of jealousy. I don’t believe peers and subordinates can be objective...”; “Yes-get even mentality.”; “Yes-competition. No one will cut their own throat.”; “No, I think it would be a better way. You could cut down on office jealousy.”; “ No, my peers know

how hard I work and they know how good I am at what I do.”; “No-being honest is the best way to go.”

8. Do you think peers and subordinates should be able to identify the best future supervisors from within their group? Why?

Response: “Yes, or at least make recommendations, they (managers) are not obvious to who makes a good supervisor and why.”; “ Yes, some are junior to you and have not had the leadership responsibilities of their workers.”; “ Yes, again subordinates/peers know all the facts.”; “ Yes, why not. Only those that work the floor know what is good and what isn’t.”; “Yes- they are closer to individuals than the supervisor.”; “Such insight could provide supervisors information perhaps not otherwise obtained.”; “ Electing one of your own give people ownership of the decision and starts the leader off on a positive note.”; “No, unless you are working in a very large group and have access to a large group of people to choose from.”; “ No, a popularity contest could develop as result of comparison.”; “ No, jealousy/envy is a factor. This could become a popularity contest with no objectivity to performance.”; “ No, it should be an impartial person making the selection.”; “ No, should remain at leader level to prevent Good Old Boy Network from taking over.”; “No, there is too much potential for letting personal views intrude on professional viewpoints.”

### Interpretation of the Data

According to the responses from both the survey and interviews, my second hypothesis is supported. Civil service employees don’t believe multi-source feedback should be used to justify administrative actions. There is a slight majority of employees who feel that promotions and awards should be their supervisor’s decision. There is an almost even split

on whether civil service employees feel that the current single-source system is inflated and doesn't distinguish the best. The biggest fear was employee competition, envy, and objectivity.

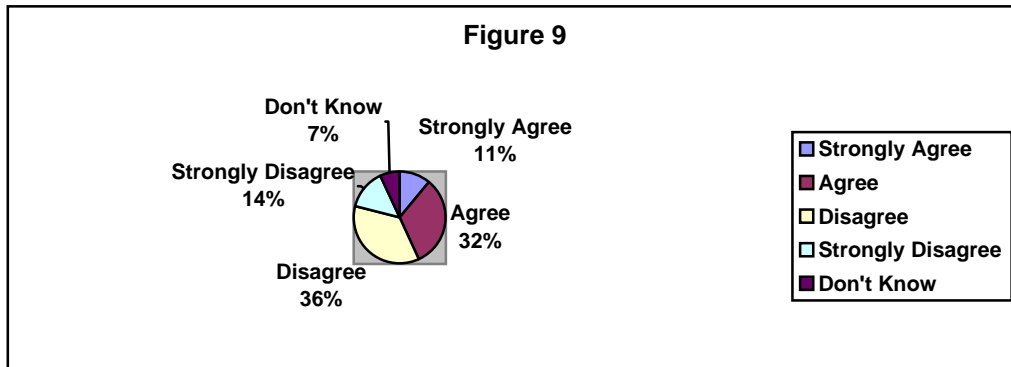
### Conclusion

Civil service employees would rather keep the current single-source feedback system because they fear the implications of multi-source feedback. They believe their peers and subordinates would not give them fair evaluations because of competition and envy among them. Slight majority feels that they should be involved in deciding future supervisors. Clearly, multi-source is not the accepted means among civil service employees to justify administrative decisions.

The third sub problem was to measure employee perception of which feedback system would provide better information for improving leadership and job-related skills. 43% of participants believed that their supervisors knew their leadership weaknesses better than peers. 50% disagreed and felt that their peers could better identify their leadership weaknesses (Figure 9). In terms of whether supervisors were willing to expose employee leadership weaknesses more than peers and subordinates, 44% agreed and 37% disagreed. A vast majority of the respondents-18% didn't know either way. Many factors are involved here, including, supervisor-employee relationship and organizational culture. Due to the feeling of envy and competition within these participants, I believe most would be willing to coach or criticize each other. I believe that peers would offer their advice to one another either formally or informally (Figure 10). Finally, 46% of employees either strongly agreed or agreed that their co-workers and subordinates helped them form their leadership style. On the other hand, 47% disagreed and felt that their

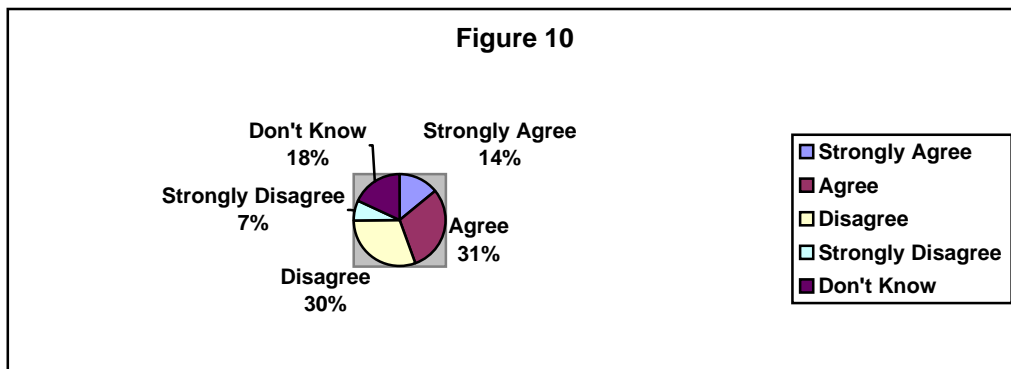
supervisors shaped their leadership and job-related skills. This 50-50 split suggests that civil service employees don't rely on just their supervisors for improvement feedback

(Figure 11).



Q: Supervisors know employee leadership weaknesses better than peers.

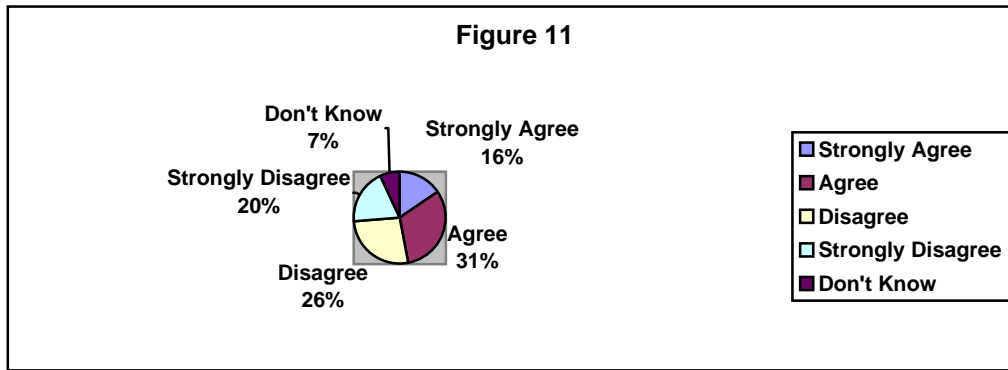
A: Slight majority feels that peers know their weaknesses better than their supervisors.



Q: Supervisors are willing to expose employee leadership weaknesses more than peers and subordinates are.

A: Slight majority feels that their supervisors would be more candid in exposing their leadership weaknesses.





Q: Peers and subordinates help form my leadership style more than my supervisor.

A: A clear 50-50 split in employee opinions here. Half believe the best mentors are fellow employees while others believe their supervisor is.

The following were responses to interview questions given to 44 federal, contract, and state civil service employees at the Sergeants Major Academy and Adult Protective Services. A total of 28 employees at the Sergeants Major Academy and 16 state employees were interviewed.

9. Do you have objections to receiving subordinate and peer evaluations if used to only identify leadership or technical problems (developmental) rather than for administrative use (promotions, awards)? Why?

Response: “No, constructive input is always welcome.”; “No objections. If you want to be good at what you do constructive criticism is needed.”; “No, but only if those were my peers who are at the same level of performance as myself.”; “If the evaluations were just going to me, I wouldn’t have a problem with it.”; “No, competition in promotions and awards doesn’t show up as much in identifying leaders”; “Perhaps peer evaluations would be useful, in that “ideal situation””; “To me it doesn’t matter.”; “No, this would enable you to see yourself as others see you...”; “No, feedback from peers would be a positive reinforcement...”; “No objections, would help smooth section operation”; “No,

all criticism is welcome.”; “No, the more input the better.”; “ It gives a view from a different angle...”; “ Yes, subordinates are not qualified, nor trained...”; “ Yes, peers and subordinates do not have detailed information on my work requirements.” ; “Yes, no evaluation should be severed from the two types of use described. Performance drives both development and promotion. It’s a holistic approach.”

### Interpretation of the Data

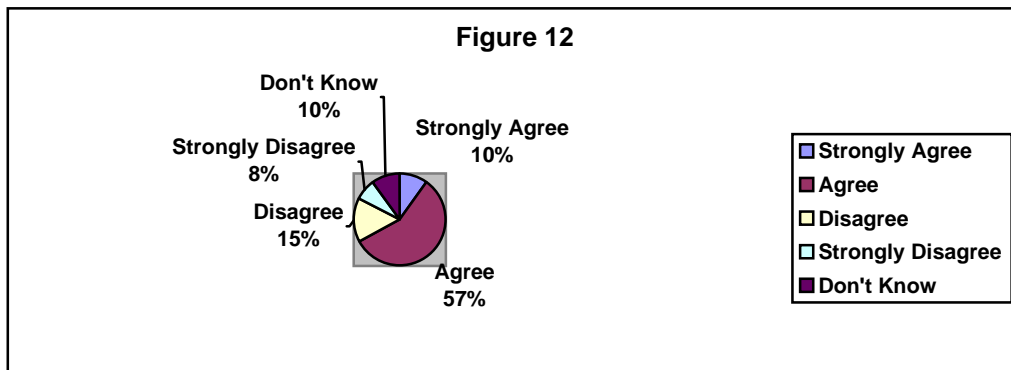
According to the interview question, my third hypothesis is supported. Most of the employees surveyed will accept multi-source feedback if used for developmental purposes. They believe peers and subordinates are in a better position to provide information on both their job and leadership weaknesses. Most would take advantage of the input. The survey results were a near split so no conclusion could be drawn.

### Conclusion

Employees in civil service believe that multi-source feedback has advantages over single-source if the information is used for developmental purposes. Most employees welcome confidential feedback and would act on it as a means to improve their leadership and technical skills. They believe that peers are more willing to speak candidly on their counter parts performance weaknesses. Supervisors are not either willing or don’t get enough exposure to their employees to identify weaknesses. In the end, civil service employees welcome feedback from all sources if used to improve their skills.

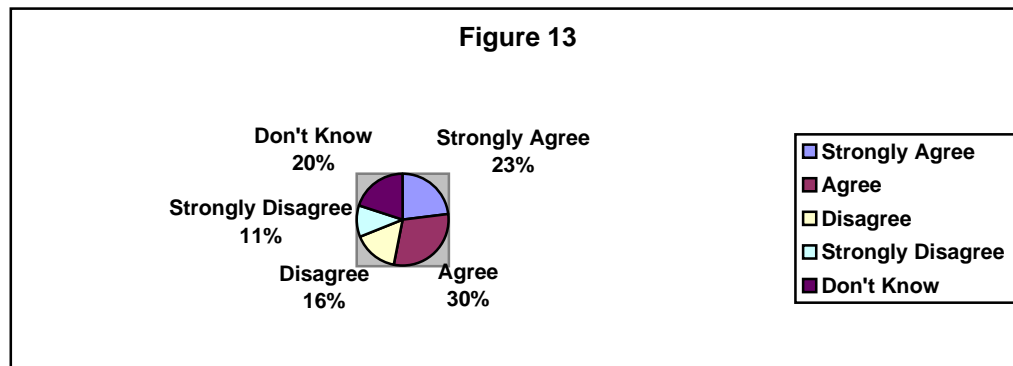
The fourth sub problem was to measure employee perception toward multi-source feedback if their upward feedback scores were incorporated into their supervisor’s formal appraisal. 61% of all participants believed that their upward feedback should be included in their supervisor’s formal appraisal. 21% didn’t believe that a subordinate’s feedback

should be included in their supervisor's formal appraisal (Figure 12). Along these lines, 53% of all participants believed their supervisor's skills would improve if their subordinates and peers provided them developmental feedback. 27% disagreed and felt that supervisor's would not be affected by peer and subordinate feedback (Figure 13). A large majority of the respondents, 20%, didn't know either way. Finally, 57% of participants believed supervisors need to know how their subordinates view their leadership qualities. 29% disagreed with this opinion. They believed with subordinate feedback would not change their supervisor's leadership qualities.



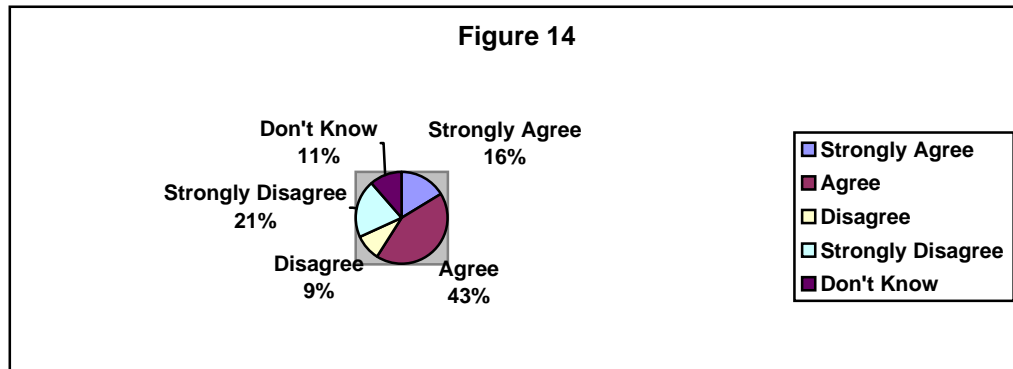
Q: I believe my upward feedback should be included in my supervisor's formal appraisal.

A: Vast majority of employees agreed that their upward feedback should be considered when their supervisor's appraisal is being completed.



Q: Supervisor skills would improve if their subordinate and peers provided them developmental feedback.

A: More than half of employees believe that their supervisor's leadership skills would improve.



Q: I believe supervisors need to know how their subordinates view their leadership qualities.

A: Majority feels that supervisor's need to know how their leadership qualities rate among subordinates.

The following were responses to interview questions given to 44 federal, contract, and state civil service employees at the Sergeants Major Academy and Adult Protective Services. A total of 28 employees at the Sergeants Major Academy and 16 state employees were interviewed.

10. Would you approve of incorporating your upward feedback scores into your supervisor's formal appraisal? Why?

Response: "Yes, many leaders don't begin to learn until they begin to listen to their subordinates."; "No, peers are not aware of all the duties of the job."; "I think it would be O.K. if everyone did it. It is especially important for development."; "No. Supervisors are paid to make tough decisions. Subordinates don't necessary see the big picture and can't make accurate assessments."; "It depends if the supervisor will know who said what about them. There might be retaliation if someone wrote something derogatory."; "No, I don't see how my scores would have any effect on anyone else's appraisal...";

“Yes, a more balanced, equitable evaluation.”; “ No, I do not know all the responsibilities/tasks of my supervisor.”; “Yes, why not. If I am doing my best... what is there to be afraid of.”; “ Yes, people work for him; he surely would care if he got written up himself for his weaknesses.”; “ No, there is a potential for backlash if the comments are negative.”; “ Yes, if they were my own and not others. I see myself differently than my rater, senior rater, etc. I think this would be an eye opener for me and my supervisor.”

11. Do you think supervisors would improve their leadership skills if your feedback influenced their appraisal? Why?

Response: “ No, it would create “whistle blower” atmosphere or would not provide accurate feedback for fear of receiving an unfair appraisal.”; “ No, each supervisor has developed his own leadership style based on experience, organization, and people he supervises.”; “ Probably- for some since the performance appraisal is involved. However, there is always an opening for resentment and subtle retaliation...”; “ If they are able to take constructive criticism yes, if not no.”; “ No, too late. Leadership styles are established very early.”; “ Yes, but only if it really made a difference.”; “ Yes, better insight into the day to day operation.”; “ Yes, maybe they would be more interested in their people; what they do and how they do it if their own appraisal reflected their leadership skills or lack thereof.”; “ Yes, it always helps to know that those under you are looking up to you.”; “ None of my supervisors have ever needed to improve their leadership skills.”; “ No, but they would learn to play the game with new conditions.”; “ Yes, I believe they would have to take a good look at the skills.”; “ Yes, they would at least consider the impact of their leadership style.”

### Interpretation of the Data

According to the survey and interview questions, my fourth hypothesis is supported. Most subordinates have a more positive attitude toward multi-source feedback because it allows for them to access their supervisor's leadership skills. A vast majority of all participants felt that they had a role in developing or changing their leader's skills. Most believed that it was good for supervisor's to learn how their subordinates felt. A majority of respondents believed that supervisors would welcome upward feedback and would act on it.

### Conclusion

Employees in civil service would like to be involved in their supervisor's formal appraisal. They view their upward feedback as the means to developing or changing their supervisor's leadership skills. There were others who believed that supervisor's are set in their leadership style and wouldn't be interested in feedback. Without a formal vehicle for subordinates to voice their views, supervisors who lacked strong leadership skills would continue to be ineffective and not maximize productivity in their subordinates. Multi-source feedback is one means for subordinates to express their observations about their supervisor's leadership strength and weaknesses.

## **Chapter V.**

### **V. SUMMARY, CONCLUSION, AND RECOMMENDATIONS**

#### Summary

For years employees have tolerated leaders and peers who were either poor managers or lacked technical skills to perform effectively. Similarly, civil service unions and regulations have protected senior-level managers which has led to mediocre leaders and employees. Some civil service employees are willing to try new means of receiving performance improving information, while, others are happy with maintaining the current single-source feedback system.

On the other hand, while some employees would like to venture into multi-source feedback, they have a hard time accepting it if used to base administrative actions such as promotions, transfers, and awards. There is a variety of distrust, envy, and competition-like fear in civil service employees which makes them hesitate on this matter.

On the other end of the spectrum, employees believe multi-source feedback would be invaluable for providing developmental information. Most leaders welcome peer and subordinate feedback if it is not used in their formal appraisal and is given to them only.

Finally, those civil service employees surveyed believe multi-source feedback is an invaluable tool for getting their upward feedback to their supervisor. They believe supervisor's need to know what their employees think of their leadership skills. They also believe that their supervisor would encourage and act on their subordinate's upward feedback and through the multi-source feedback system this demand can be met.

### Conclusion

This research paper proposed to measure civil service employee perceptions of both single-source and multi-source feedback as a means to improving leadership and job-related skills.

The data supports the use of multi-source feedback in providing employees with developmental information. Information that would be used to assist leaders in improving in both their managerial and leadership skills. While the data is split in who was the best observer of employee job performance, subordinates and peers versus supervisors-only, many showed a willingness to experiment with multi-source feedback. Perhaps those who believed that single-source feedback was better don't understand all the benefits of multi-source feedback.

This population of civil service employees objected to the use of multi-source to measure performance if tied to administrative actions. They believe promotions and awards are better decided by supervisors and not subordinate and peer. Civil service is a competitive environment, with funding and out-sourcing growing yearly, that most employees would rather let their supervisors decide administrative actions.

Lastly, while civil service employees objected to the use of multi-source feedback if tied to administrative actions and welcomed if used to receive developmental feedback, they welcomed it as a means of evaluating their supervisor's performance. A majority believed that their upward feedback should influence their bosses appraisal, or, at least, used in letting their boss know how they rated them.

In conclusion, the use of multi-source feedback is supported within the population of federal and state civil service employees I interviewed and surveyed. Multi-source



provides them feedback for them to improve professionally and personally. It encourages employees to learn from each other so they could improve. The current feedback system is partially accepted, but, doesn't seem to have satisfied all civil service employees.

Perhaps, testing of the concept either locally or over a period of time will lead to improved productivity in individuals and the overall organization.

### Recommendation

The use of multi-source feedback within government has been slowly adopted by several federal agencies. School districts and universities have experimented with the concept, but, very few studies have been conducted to measure its acceptance or effectiveness among civil service employees. I believe the human resource departments within state or federal agencies should conduct internal surveys and studies to gauge employee acceptability of multi-source feedback. The Center for Army Leadership at Fort Leavenworth, Kansas, needs to advocate multi-source with the Army. If the force is educated, soldiers would have a greater likelihood of accepting it. In the end, the academic world would need to lend their expertise to the human resource managers and leaders within government. They must strive to use government agencies as their population when conducting studies. Only then will multi-source feedback gain a foothold in the large bureaucratic system we call government.

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Appendix A.

**Interview of Government Employees**

1. Current Position

a. Federal b. State c. Contractor

2. Years of Civil or Government Contract Employment

a. <5 years b. 6-10 years c. 11-15 years d. 15-25 years e. > 25 years

3. What is your last completed education level?

a. High School b. 2 Year Degree c. 4 Year Degree d. MA or MS Degree

4. Do you believe a team composed of your subordinates, peers, and supervisor could better identify your work performance strength and weaknesses compared to only your supervisor identifying your performance strength and weaknesses? Why?

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5. Could your peers rate your work better than your supervisor? Why?

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6. Do your peers and subordinates have a better understanding of your day-to-day work than your supervisor? Why?

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7. Would you object to being rated by a subordinate or peer if the results were used to determine awards or promotions? Why?

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8. Do you think peers and subordinates should be able to identify the best future supervisors from within their group? Why?

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9. Do you have objections to receiving subordinate and peer evaluations if used to only identify leadership or technical problems (developmental) rather than for administrative use (promotions, awards)? Why?

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10. Would you approve of incorporating your upward feedback scores into your supervisors formal appraisal? Why?

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11. Do you think supervisors would improve their leadership skills if your feedback influenced their appraisal? Why?

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## Appendix B.

**Survey of Government or Government Contract Employees**

The questions in this survey are designed to measure reactions and acceptance of peer, subordinate and supervisor feedback into an employee's appraisal versus feedback from your supervisor-only. The researcher is a graduate student at Webster University. This is not an official action by any government human resource agency. Please return the survey to the person who gave it to you.

Please enter your response to each question by circling the number which best describes your feelings on the question. You can add additional comments at the end.

1- Strongly Agree   2 -Agree   3- Disagree   4-Strongly Disagree   5-Don't Know

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- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. My subordinates and peers could rate me more accurately than my boss.   | 1 | 2 | 3 | 4 | 5 |
| 2. My peers provide better advice on how to improve my job skills than my boss.  | 1 | 2 | 3 | 4 | 5 |
| 3. My subordinates and/or peers would rate me honestly and without fear of retribution.  | 1 | 2 | 3 | 4 | 5 |
| 4. Most supervisors within government know the activities of their employees and could give them an accurate appraisal.              | 1 | 2 | 3 | 4 | 5 |
| 5. Being rated by my subordinates and peers is acceptable to me when used to improve my performance and I alone received the report. | 1 | 2 | 3 | 4 | 5 |
| 6. I would prefer to be rated by my supervisor-only and not my subordinates/peers if used to base awards and promotions.             | 1 | 2 | 3 | 4 | 5 |
| 7. I believe the current single source appraisal is inflated and doesn't measure who is the best.                                    | 1 | 2 | 3 | 4 | 5 |
| 8. I believe peers and subordinates should be able to identify and nominate future supervisors from within their subgroup/team.      | 1 | 2 | 3 | 4 | 5 |
| 9. Supervisors know employee leadership weaknesses better than peers.  | 1 | 2 | 3 | 4 | 5 |
| 10. Supervisors are willing to expose employee leadership weaknesses more than peers and subordinates are.                           | 1 | 2 | 3 | 4 | 5 |
| 11. Peers and subordinates help form my leadership style more than my supervisor.  | 1 | 2 | 3 | 4 | 5 |
| 12. I believe my upward feedback should be included in my supervisor's formal appraisal.   | 1 | 2 | 3 | 4 | 5 |

13. Supervisor skills would improve if their subordinate and peers provided them developmental feedback.

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14. I believe supervisors need to know how their subordinate views their leadership qualities.

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Comments

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## Appendix C

Raw Data (Combined)  
44 Civil Service Employees Surveyed

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
1	8	12	7	12	5
2	8	12	12	10	2
3	9	12	8	7	8
4	7	15	14	5	3
5	12	15	9	4	4
6	12	11	8	7	6
7	9	11	11	8	5
8	6	16	10	9	3
9	5	14	10	6	3
10	6	13	13	3	8
11	7	13	12	9	3
12	4	23	6	3	4
13	10	13	7	5	9
14	7	18	4	9	5

Federal and Federal Contract  
28 Employees Surveyed  
Raw data

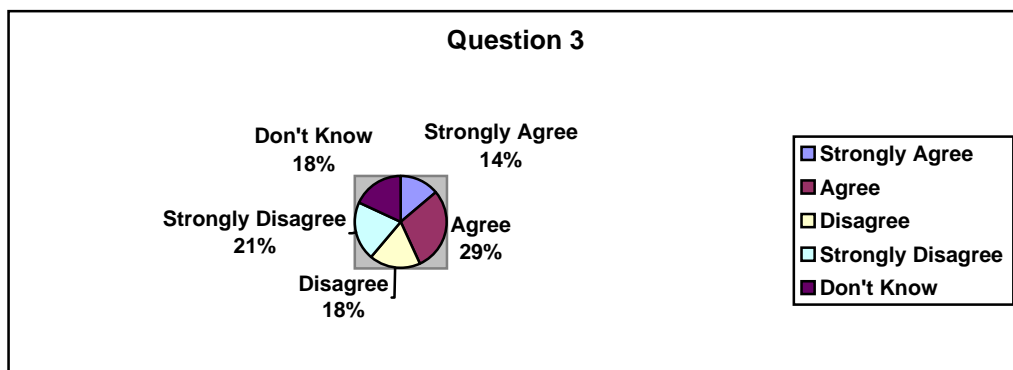
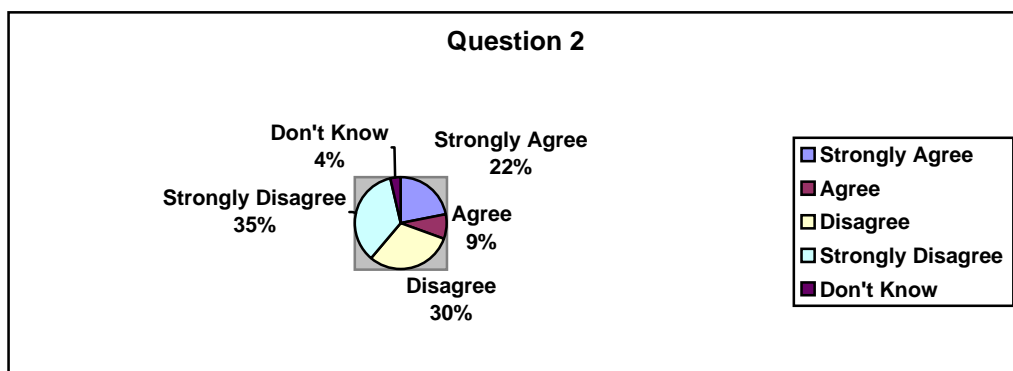
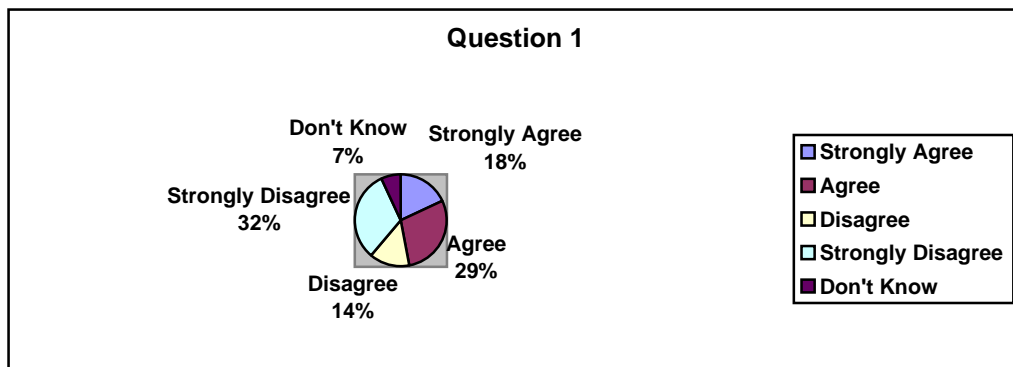
Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
1	5	8	4	9	2
2	5	7	7	8	1
3	4	8	5	8	5
4	2	12	11	2	5
5	5	13	6	3	5
6	6	8	5	5	4
7	4	9	7	4	4
8	3	13	7	5	0
9	1	10	13	4	0
10	3	8	11	2	4
11	4	9	8	5	2
12	4	17	3	2	2
13	5	11	6	1	5
14	5	16	2	3	2

State of Texas  
Adult Protective Services  
 16 Employees Surveyed  
 Raw Data

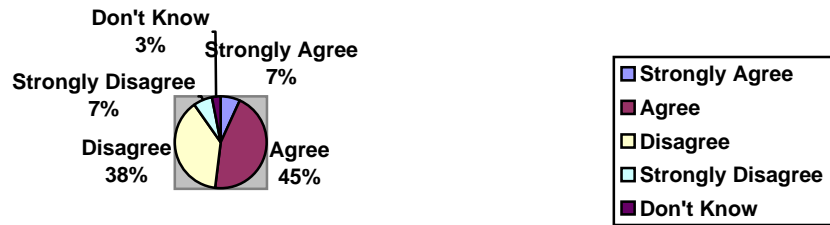
Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
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2	3	5	5	2	1
3	5	4	3	1	3
4	5	3	3	3	2
5	7	2	3	1	3
6	6	3	3	2	2
7	5	2	4	4	1
8	3	3	3	4	3
9	4	4	3	2	3
10	3	6	2	1	4
11	3	4	4	4	1
12	4	6	3	1	2
13	5	2	1	4	4
14	2	2	2	6	4

Appendix D.

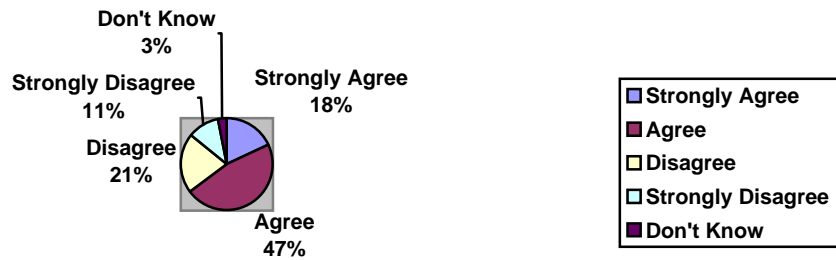
Federal Employee Survey Results



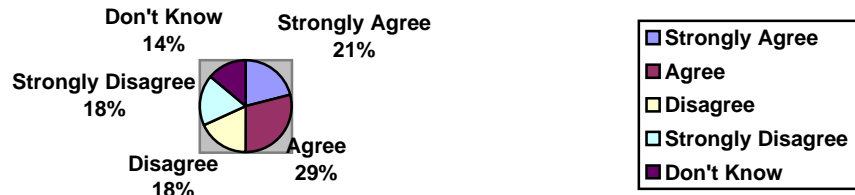
#### Question 4



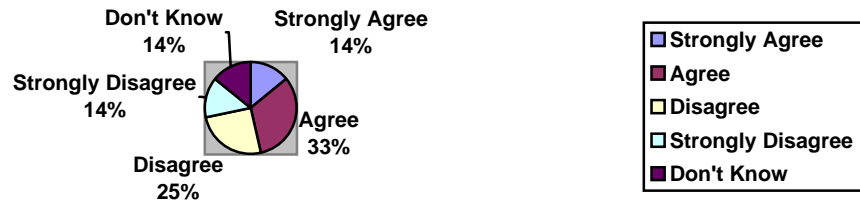
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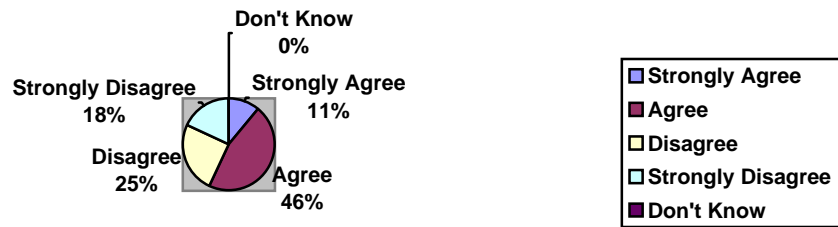
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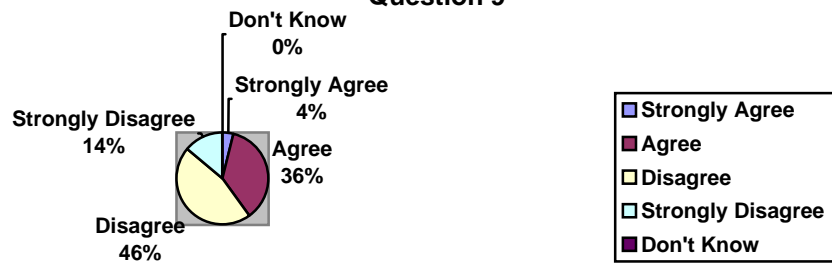
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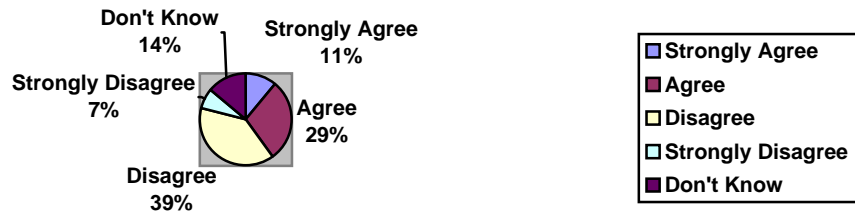
**Question 8**



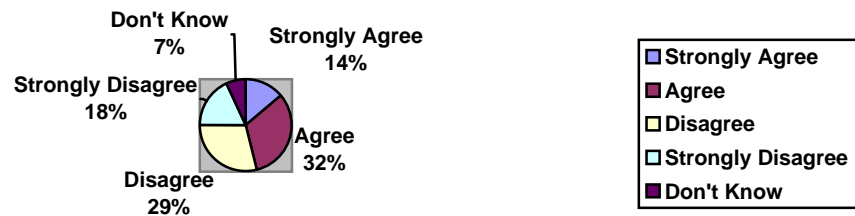
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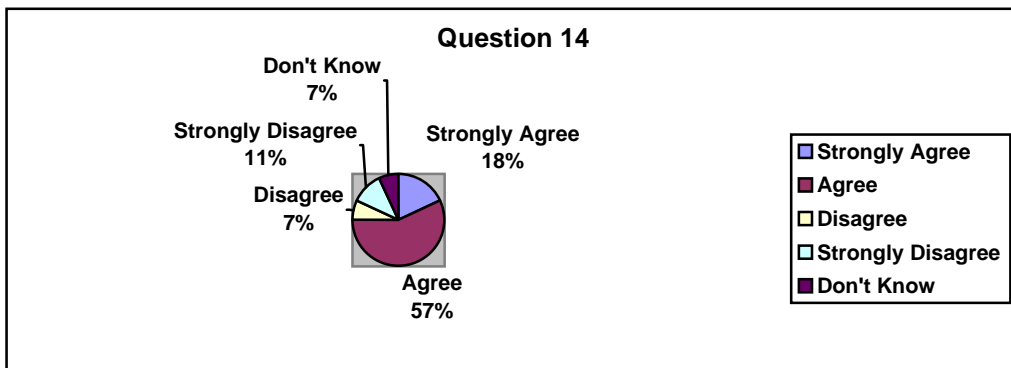
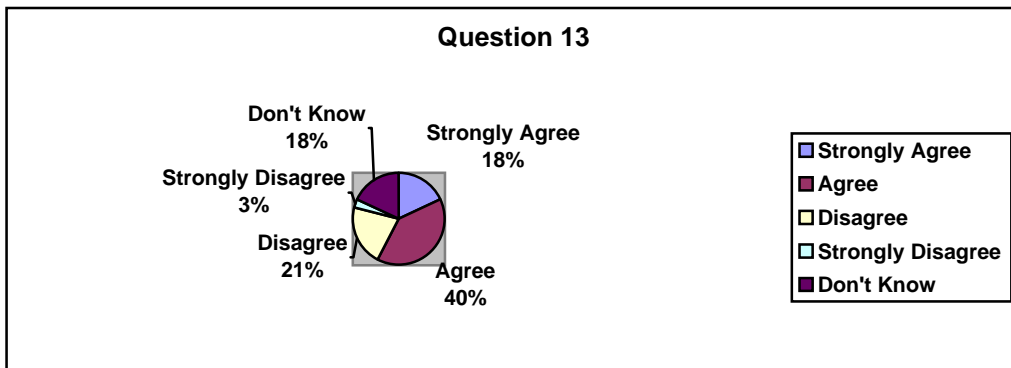
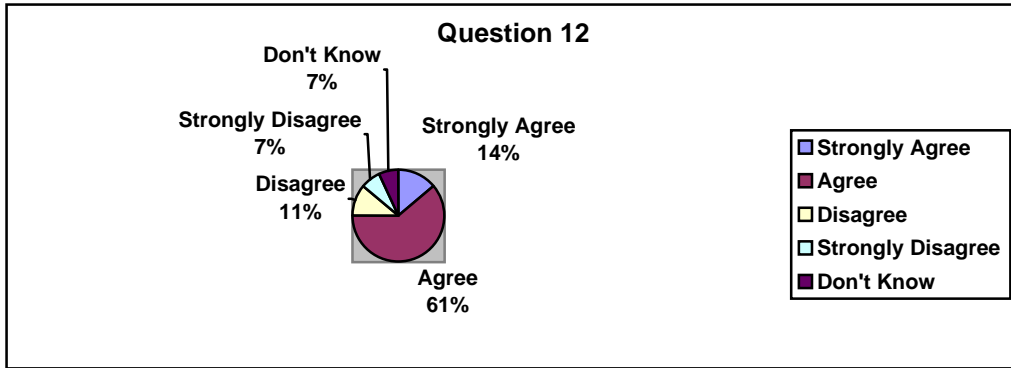


**Question 10**



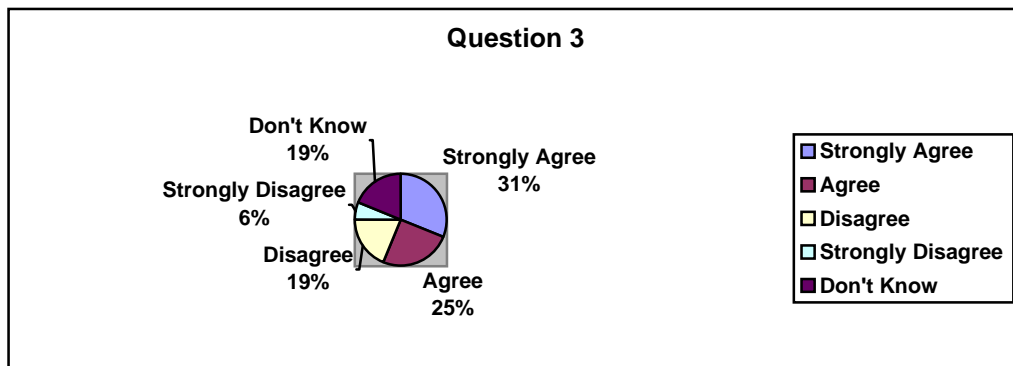
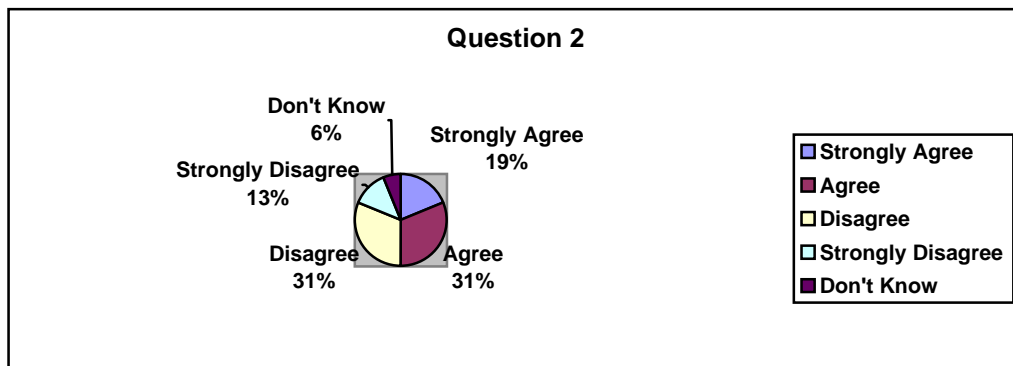
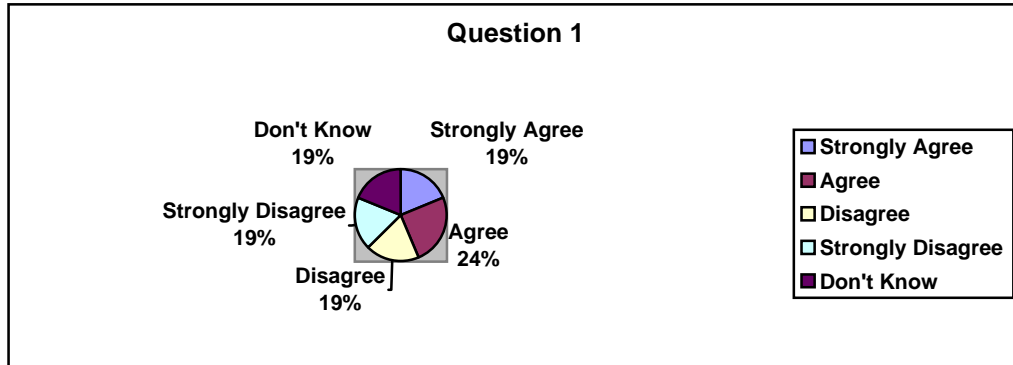
**Question 11**





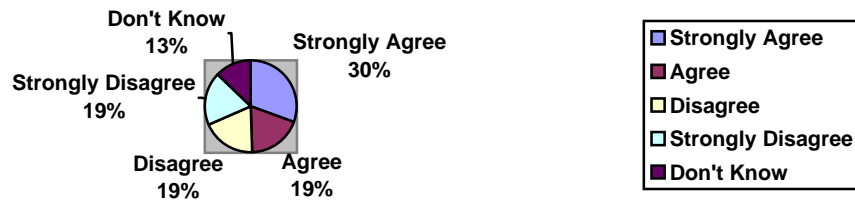
Appendix E.

State Employee Survey Results





#### Question 4



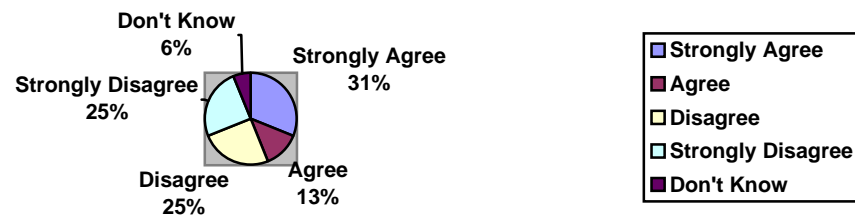
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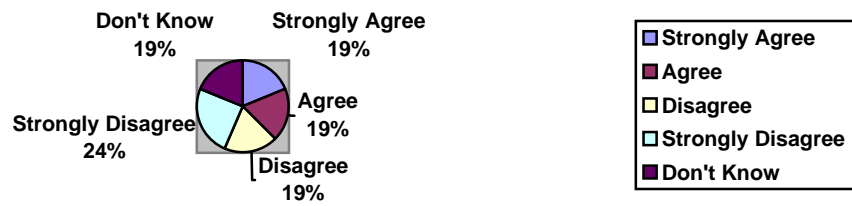
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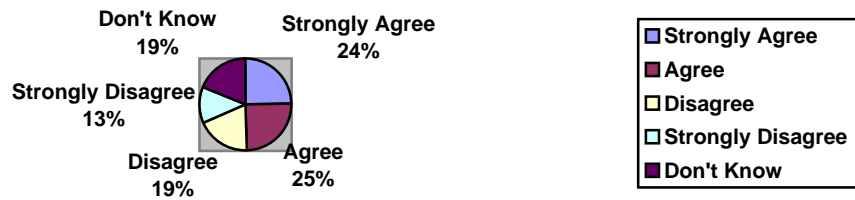
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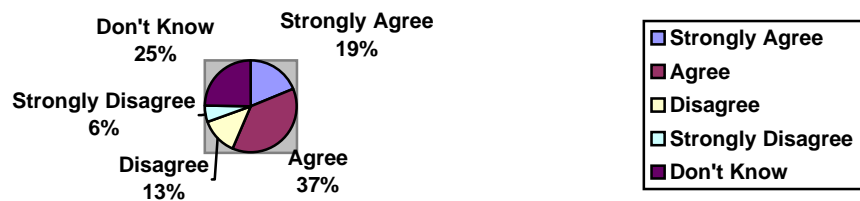
### Question 8



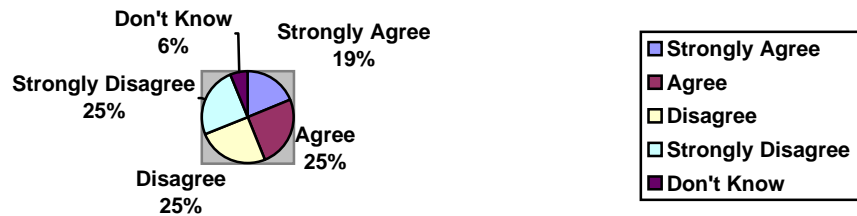
### Question 9



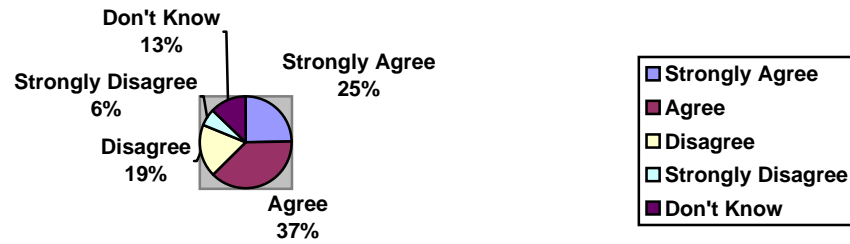
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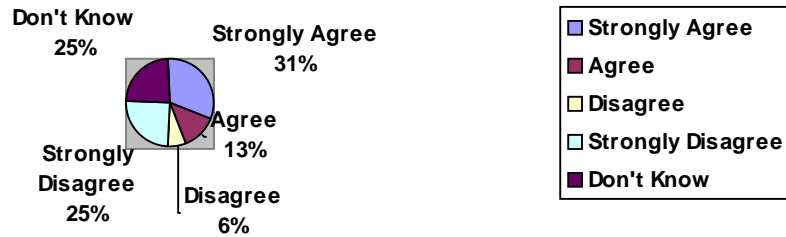
### Question 11



**Question 12**



**Question 13**



**Question 14**

