

**360-DEGREE FEEDBACK:  
THE INFLUENCE OF PERCEPTIONS OF ORGANIZATIONAL  
CULTURE ON UPWARD APPRAISAL SYSTEM ATTITUDES**

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# **ABSTRACT**

## **360-DEGREE FEEDBACK: THE INFLUENCE OF PERCEPTIONS OF ORGANIZATIONAL CULTURE ON UPWARD APPRAISAL SYSTEM ATTITUDES**

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At the threshold of the 21<sup>st</sup> century, organizations have reinterpreted organizational achievement factors for employees and they have started to emphasize the importance of human resources more in their organizational activities. Moreover, human resources have become a global competition element for organizations in their institutional environments. For that reason, organizations have to manage their human resources in a better way to motivate their employees and to drive their energy into organizational achievement. It is also necessary and critical to evaluate properly the performance of employees for various human resource practices such as promoting, compensating, etc. In other words since organizational achievement can be considered as a synergic sum of individual efforts, performance appraisal for improvement purpose is crucial for such an organisation. Ie army organization.

The way that an organization measures and evaluates individual employee performance will directly effect organizational achievement. Therefore, evaluation results should reflect the factual evidences about the performance of organizations at the unitary level. To produce

objective appraisal results, it is necessary to combine evaluations of all stakeholders involved in the process. It is also important to have positive perception of organization wide on the appraisal methods.

This study discusses 360-degree feedback and upward appraisal systems that provide supervisors the opportunity to increase their self-awareness. This will also help them to improve their leadership conducts by having feedback from various sources. The system will also increase individual commitment of subordinates by giving them chance to express their opinions about supervisors, and thus, to participate more in the decision making process which is likely to create a higher level of motivation.

However if organizations try to implement 360-degree feedback or upward appraisal system without studying the organizational culture, their effort may be futile.

This thesis aims at identifying attitudes toward 360-degrees feedback and upward appraisal systems. It also tries to provide a general profile of organizational climate for Turkish Army through perceptions of Army officers.

**KEY WORDS:** 360-degree feedback, upward appraisal, attitudes, perception, values.

## ÖZET

### **360-DERECE GERİ BESLEME: ORGANİZASYONDA OLUŞMUŞ DEĞERLERE AİT ALGILARIN, AST DEĞERLENDİRMESİNE BAKIŞA ETKİSİ**

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21nci y.y. a girerken organizasyonlar başarı faktörlerini değiştirmişler ve “hedefe giden yolda her şey mubahtır” anlayışının içi boş söylemlerinden sıyrılarak, dünyanın merkezine insanı yerleştirmiş ve gerçek başarının,o küçük dünya beyni ile yüreği (duygu ve hisleri) arasındaki patikanın buluşma noktasında gizli olduğunu anlamışlardır.

Bir de bu organizasyonun içine girdiği ve girebileceği mücadelede 2’nci ye yer yok ise;o mücadelenin başrol oyuncularına, astları ile olan ilişkilerine ve astların amirlere ait algılarına önem verebilecek ve bu algıları ortaya koyabilecek bir sistem yaratmak, dolayısıyla organizasyonun gerçek performansına ulaşması için personeli anlamaya çalışmak, sanırım TSK’nin üzerinde durması gereken en önemli konulardan biri olsa gerek.

Bu çalışma, değişik kaynaklardan gelen geri beslemelerle liderlere, kendilerini daha iyi anlama ve geliştirebilme, bunun yanında astlara da söz sahibi olma hakkı vererek,onları motive etme anlayışına dayanan, “360-derece geri besleme” ve bunun en önemli dalı olan ,”astların değerlendirilmesi” sistemlerini analiz etmektedir.

Doğruluđu ispatlanmış veya dünyadaki başarılı şirket ve organizasyonlar tarafından uygulanan sistemlerin, birçok kurumda başarısız olmasının altında, merkezinde insan olan organizasyonların matematik kurallarına göre yönetiliyor olması faktörü yatmaktadır. Kendi içinde ne kadar başarılı olursa olsun, düşünüp araştırılmadan, paket program mantığıyla uygulanmaya çalışılan sistemlerin başarısız olması çok yüksek bir ihtimaldir.

Bu nedenle, herhangi bir sistemin, uygulanmadan önce organizasyonda oluşmuş değerler ile uyumu, değişim sancılarını hafifletecek karşılıklı güven ve sağlıklı iletişim gibi ağı kesicilerin varlığı yada bizim açımızdan başarı faktörleri ortaya koyulduktan sonra sistemin,organizasyondaki geleceğı hakkında karar verilmelidir.

Bu tez, bu anlayıştan hareketle, TSK”de oluşmuş değerleri, 360-derece performans değerlendirme sistemine ait algıları ve bu değerlerle algılılar arasındaki ilişkiyi analiz etmeye çalışmaktadır.

ANAHTAR KELİMELELER: 360-derece geri besleme, ast değerlendirmesi, tutum, algı, değer.

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**Annem, kardeşim ve eşime**



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# **CHAPTER I**

## **INTRODUCTION**

### **1.4 PURPOSE OF THE STUDY**

The purpose of this study is to examine the relationship between 360-degree feedback as an appraisal method and organizational culture, to search for the applicability of upward appraisal, which is the most important part of 360-degree feedback, within the organizational culture of Turkish Armed Forces.

### **1.5 BACKGROUND**

The performance appraisal method of 360-degree feedback – known also as multi-rater valuation, multi-source assessment (Mandy et al, 2002; 288) or 360-degree appraisal (Dessler 2003; 260), has gained importance in recent years for organizations trying to expand feedback communication channels.

A 360-degree appraisal system provides opportunity to organizational members to receive feedback about their performance, from all the major constituencies they serve. Unlike the traditional (top-down) approach to performance appraisal, the 360-degree feedback concept does not only rely on the supervisors as the unique source of information. Instead, it involves evaluations of superiors, peers, subordinates, and thus it provides individuals feedback about different aspects of their performance. Ratees (feedback recipients) can also rate their own performance and compare it with feedback provided by others (Jai Ghorpade, 2000). Contrary to traditional top-down appraisal approach which focuses primarily on

performance appraisal, 360-degree feedback system is used primarily for developing an individual's skills and competencies.

The development and assessment of future officer leadership style in Turkish Army will more likely to be one of the most important challenges for Turkish Army in the 21<sup>st</sup> Century. Officer evaluation system for Armed Forces should have some unique and supplementary specialties to provide early and continuous feedback in a structured manner to make sure that officers have the necessary information to develop their attributes, skills, and values required for career progress.

Number of officers in the near future will decrease, and they will have to deal with greater challenges due to a more complex operational environment, increased sophistication of weapon systems, smarter and more complex war equipments. Also institutional environment requires them to act with legal and moral standards. "Army leaders must set high standards, lead by example, do what is legally and morally right, and influence other people to do the same. They must establish and sustain a climate that ensures people are treated with dignity and respect and create an environment in which people are challenged and motivated to be all they can be."(Antonioni, 1996).

The officer evaluation system of the 21<sup>st</sup> century must address these challenges. At least, system is expected to contribute to the development of leadership competencies required to handle these new challenges in the Armed Forces.

One of the main reasons for implementing a 360-degree feedback system is to provide the individual with feedback so that he can improve his or her performance in the future. The current evaluation (top-down) system in Turkish Army provides the officer with feedback from, at most, three different levels at hierarchy: The first is normally the officer's immediate



superior, the second is a senior rater, and the third one is officer's senior rater's immediate superior. There is no formal and structured feedback from any other hierarchy level.

The thesis examines the topic of 360-degree feedback. The objective is to explain the merits of 360-degree feedback ,to discuss specific nuances of its relevance in Turkish Armed Forces and to analyze the connection between the reactions of supervisors and subordinates to upward appraisal which is the most important and effective part of 360-degree feedback and organizational culture.

This study is important because supervisors' and subordinates' reactions to upward feedback can have a significant impact on the success of 360-degree appraisal method. Since 360-degree or upward feedback systems are generally used for developmental purposes, it should be ensured that individuals have a positive perception about this appraisal system so that they utilize feedbacks for their own developmental purposes. Therefore, it is critical to understand factors that may increase the positive perception of supervisors and subordinates about the appraisal system. If they accept and value the feedback, they may tend to use it for developmental purpose, and thus goals of 360-degree feedback and upward appraisal systems could better be achieved.

## **1.6 PLAN OF THE THESIS**

In the first chapter, the purpose of this study is elaborated. Peculiarities of 360-degree feedback system which are superior to current evaluation system in armed forces and the reasons for the need of such kind of feedback system are discussed.

In the second chapter, the definition and the history of 360-degree feedback system are explained. The motives for organizations to adopt this system and factors influencing the acceptability of 360-degree feedback system are elucidated in detail.

In the third chapter, the methodology used in this study is explicated. Sample selection and data collection process in an empirical study conducted in the Turkish Army are presented with sample characteristics and problems faced with respectively. Then, the findings of the empirical study are presented & interpreted.

Finally, in conclusion and recommendation, cultural aspects of upward feedback are discussed and certain recommendations are developed for the successful application of the system in Turkish Army.

## **CHAPTER II**

### **360-DEGREE FEEDBACK**

#### **2.1 INTRODUCTION**

Performance appraisal in organizations has been used primarily for supervisor's evaluation of subordinate performance. Recently, a lot of organizations have begun to recognize the potential benefits of gathering performance feedback from, not only the supervisors but also peers and subordinates as sources. These benefits may include; better performance information, more reliable ratings than from a single supervisor, and improved leader performance after receiving feedback (Atwater, Roush, & Fischthal, 1995).

Because of these potential benefits, organizations, with increasing number, have been implementing 360-degree feedback system or upward appraisal as a beginning. (London & Beatty, 1993). This system may include feedback from peers, subordinates, self, supervisors, higher level managers, or customers, and contain feedback from many of these sources, not all of them at the same time. Companies, spent an estimated 152 million dollars on 360-degree feedback system development in 1992, may be an evidence of the increasing popularity of 360-degree feedback systems (Romano, 1994).

This chapter presents an in-depth literature review and discussion of 360-degree feedback. It also introduces many of the key attributes required to implement a 360-degree feedback system successfully, such as the proper training of participants, establishing clarity of purpose, and designing well constructed procedures for soliciting feedback. Additionally, this chapter presents a brief overview of the history of 360-degree feedback.

## **2.4 HISTORY OF 360-DEGREE FEEDBACK**

Individuals getting feedback on their behavior and productivity is not new. Initially this feedback was coming from the individual's supervisor or the owner of the organization. Descriptions of working environment indicate that feedback historically focused on levels of productivity and was only provided by the boss (Lepsinger & Lucia, 1997). Working directly next to their subordinates, superiors were able to provide continuing feedback when things were not going well. However, organizational and human resource management trends of the 1950s and 1960s gradually widened both the content of feedback that people received and the way in which it was given (Lepsinger & Lucia, 1997).

The first trend that leads to the coming of 360-degree feedback was the result of new research on employee behavior. Studies showed that employee motivation and job satisfaction increased when people received timely, fair, and accurate information related to their performance (Lepsinger & Lucia, 1997). Thus, organizations gradually transitioned away from the traditional (superior-subordinate) evaluation system to a more comprehensive approach of providing feedback, characterized by 360-degree feedback system methodology.

The second trend is to avoid negative impact of the lack of feedback from both customers and employees and to improve communication channels of organizations. As

organizations attempted to succeed in an increasingly competitive environment and meet the expectations of a better informed, more demanding, more training customers, these weaknesses (lack of feedback) made it difficult to take advantage of new opportunities and respond quickly to changes in the market place (Lepsinger & Lucia, 1997). Therefore, many organizations began shifting from traditional hierarchical structures to flatter corporate designs that required communication and teamwork across organizational boundaries and empowered people at lower levels of organization to make their own decision.

As a result of this transition, managers at all levels of the organization experienced increased levels of interdependence and had more people reporting (feedback) to them than ever before. In the face of these circumstances, managers did not have to provide feedback to subordinates who they had little or no experience observing. In many cases, managers were forced to evaluate employees with whom they had no direct contact. Thus, traditional forms of downward feedback provided less than useful information to those individuals being evaluated (Lepsinger and Lucia, 1997).

Consequently, 360-degree feedback provided a solution to this dilemma by affording managers and employees with different sources of information. For the first time, other individuals within the organization, such as subordinates and peers, were given opportunity to provide feedback to co-workers or supervisors on behaviors that were not readily apparent to the manager or direct supervisor. Thus, managers or supervisors were provided with a complete portrait of their behavior.

As a result of this working environment changes, 360-degree feedback has become a popular technique in today's organizations (Tornow & London, 1998). Getting information from many different individuals provides a complete portrait of behavior and performance

on the job.” One that looks at people from every angle and perspective, in their roles as direct reports, team members, managers of both internal and external relationships, and source of knowledge and expertise” (Lepsinger & Lucia, 1997).

The evolution and growth of 360-degree feedback is attributable to the efforts of the Center for Creative Leadership (CCL) (Edwards & Ewen, 1996). Their studies have dramatically advanced the practice and methodology of 360-degree feedback. One significant CCL study opened the door to organizational acceptance of multi-source feedback by concluding that;

- Feedback is an important tool to a person’s personal and professional growth,
- Most effective managers are learners and make everything into a learning experience,
- Despite their desire to learn and improve, most managers operate in feedback-poor environments (Lepsinger & Lucia, 1997).

It may be concluded that the trend toward flatter and open system organizations making it more urgent for employees to communicate and perform effectively, and organizations gradually focus their attentions to 360-degree feedback as a means to increase organizational effectiveness (Lepsinger & Lucia, 1997).

## **2.5 ADOPTING 360-DEGREE FEEDBACK**

As explained above, a number of organizations have begun to recognize the potential benefits of gathering performance feedback from different sources other than supervisor such as peers and subordinates and customers. These benefits may include; increased self-awareness, better performance information (Mohrman, Resnick-West, & Lawlet, 1989), more reliable ratings than those from a single supervisor (Wohlers & London, 1989), support for high involvement styles of management (Budman & Rice, 1994; McGarvey & Smith, 1993),

and improved leader performance after receiving feedback (Atwater, Roush, & Fischthal, 1995).

Feedback from multiple sources may reinforce and support the feedback provided from the supervisor, thus making it harder to discount negative feedback as just one (perhaps biased) person's viewpoint (Waldman & Atwater, 2002).

### **2.5.1 SELF-AWARENESS**

The role of 360-degree feedback is to give opportunity to leaders to compare their own views of themselves with views that others have about them. "This comparison has the potential for leading them through an "unfreezing" process, where leaders are motivated to rethink their behavior and its impact to others" (McCauley & Moxley, 1996).

The most obvious goals of 360-degree feedback are to increase the accuracy of self-perception and to give individuals information about how others perceive their behavior. This awareness can inform the leader about the need for behavior change. If the leader never receives feedback, the self-perception may remain inaccurate and uninformed, and thus the leader does not make necessary behavior changes.

A lot of researches suggest that people do not evaluate themselves accurately-or at least not in line with how others view them. Studies have documented that self-ratings of behavior, personality, and other job performance categories suffer from unreliability and bias, generally susceptible and inaccurate when compared with ratings provided by others objective measures (Waldman, 1998). Generally, the self-perception of people has reflected positive biases.

There are two reasons that are why self-perception is inaccurate;

- Lack of information; most individuals do not enjoy giving others negative feedback. As a result, most people receive less negative feedback than is realistic. This provides a tendency for individuals to see themselves in an unrealistically positive manner.
- Individuals' tendency to discount or rationalize negative feedback. Positive feedback is accepted easily as accurate and informational than negative feedback (Antonioni, 1996).

However, some researchers have found that managers have a tendency to change when they have received negative feedback. When negative information comes in the form of anonymous feedback from a number of individuals (multiple sources) about specific behaviors, it is more difficult to discount or deny and therefore may more likely to be accepted (Waldman, 1998).

For example, Atwater (1995) investigated changes in self-ratings following feedback and found that those who were over-raters (rated themselves high relative to their subordinates) lowered their self-ratings following feedback, while those who were under-raters raised their self ratings. They suggested that this was evidence that the feedback process impacts self-awareness as well as performance.

Of course, others' evaluations are not always accurate, but others' ratings of performance tend to be related closer to objective criteria than a person's own ratings do.

## **2.5.2 ORGANIZATIONAL CULTURE CHANGE**

Many companies have introduced 360-degree feedback or upward appraisal for the beginning as a step toward a more participative and empowering organizational culture. Asking subordinates to provide feedback to their supervisors implies that the organization



believes that the subordinates have valuable information to contribute. It also gives message to supervisors that the organization gives importance to how they manage people. Not only getting results, but also how supervisors get those results are important. Besides, suggesting to supervisors that they should be accountable to their subordinates can be a very new concept in some organizations in which traditional (top-down), hierarchical management has been the approved system (Waldman,1998).

Discussion of expectations and conversation created by the 360-degree feedback process also creates opportunities for sharing and clarifying the organization's values. Individuals question why they have particular expectations and why they have attitudes in particular ways (Waldman,1998). This process of questioning clarify individuals' beliefs and values, which may not align with those of the organization's culture.

Upward appraisal can also give subordinates a sense of participation in the evaluation system and increase their feelings of importance to the organization (Cotton, 1993). Ideally, feedback from subordinates would help managers do their jobs better, increase productivity of the work unit, and add an important dimension to the performance appraisal system. There is also evidence that subordinate evaluations can be an effective motivators of behavioral change (Denisi, Randolph,& Blencoe, 1982). This may be due to the credibility of subordinates' opinions.

### **2.5.3 LEGAL PROTECTION**

When appraisals, feedback or decisions are based on a single-source, the organization may find itself in the position of defending the judgement of a single person. One person (supervisor), no matter how fair, may be subjected to claims of bias. On the other hand 360-degree feedback offers stronger legal protection because the model combines multiple perspectives (Edwards, 1996). When an individual is rated by multiple sources independently,

the probability of all people sharing the same bias is very low. In addition, a formalized 360-degree feedback process may offer substantial safeguards by demonstrating fairness process to individuals.

#### **2.4. FACTORS INFLUENCING THE ACCEPTABILITY OF 360-DEGREE FEEDBACK**

The issue of acceptability has generally been overlooked in the design and implementation of appraisal processes. Acceptability should be more important than technical accuracy issues for managers practicing 360-degree performance appraisal systems. As compared to traditional, top-down appraisal, acceptability takes more importance for 360-degree feedback. Acceptability is desirable but not absolutely essential for implementing traditional appraisal systems. That is, even in the absence of acceptability, other factors help ensure that the two groups in traditional appraisal actually do participate (Waldman & Bowen, 1998).

There are two reasons which increase the importance of understanding the acceptability factors of 360-degree feedback. First, it is still relatively new and potentially threatening for existing system. Second, resistance to change is more likely to be strong. Another problem associated with 360-degree feedback is the paradox that anonymity makes acceptance critical because it is difficult to follow who has provided such appraisals, and who has not. If raters do not accept the process, there simply will be no 360-degree feedback (Waldman & Bowen, 1998).

Superiors should contemplate such factors, -mentioned above superficially -carefully before they design and implement 360- degree feedback systems if they hope to realize many positive profits that can come from this new appraisal approach—if and only if it is accepted.

The evidence about the acceptability of 360-degree feedback to organizational members with few exceptions is still limited ( Auteri, 1994; Bernardinet., 1993). There is not any accepted form for 360-degree feedback. In this part of the thesis, the factors that are likely to affect the acceptability of multi-source feedback for both raters and ratees are suggested to be taken into account. However, the evidence is limited to contextual factors rather than personal or psychological issues.

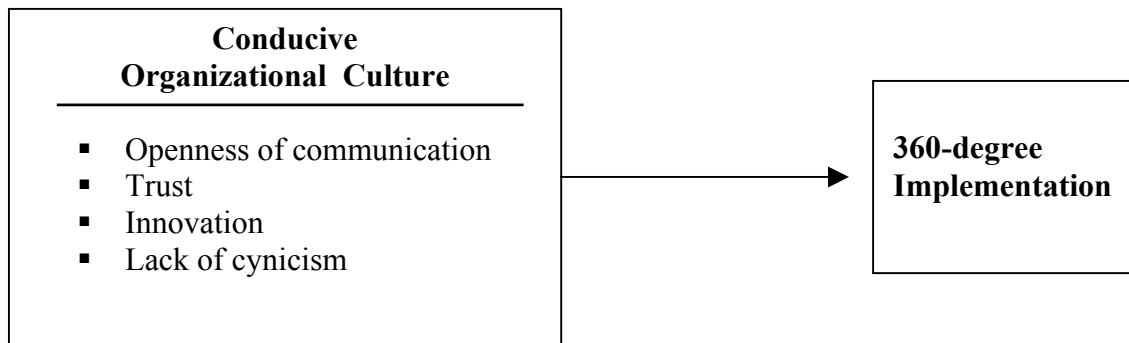
## **2.4.1. ORGANIZATIONAL CHARACTERISTICS**

### **2.4.1.1. TOTAL QUALITY MANAGMENT (TQM) CULTURE**

The connection between a Total Quality Management culture and 360-degree feedback processes is apparent. For instance, TQM stresses the development of leadership and as explained above, individuals best develop leadership qualities through the type of self-awareness that 360-degree feedback, especially upward feedback, can provide (Waldman, 1998).

Acceptance should be strong in organizations with a TQM culture, since such a culture emphasizes openness of communication, trust, lack of cynicism (or organizational support) and change efforts (Waldman & Bowen, 1998). Blackburn and Rosen (1993) reported that “firms with a strong TQM orientation tended to use 360-degree appraisals more than those with a weaker TQM orientation”.

As figure 1 shows, acceptance becomes a relatively smooth, easy process since 360-degree feedback fits in efficiently with the existing culture.



**Figure 1:** Organizational Culture Pulling 360-degree feedback along  
(David.A.Waldman, 1998)

#### **2.4.1.2. ORGANIZATIONAL CYNICISM**

Organizational cynicism is labeled as a phenomenon that has been growing in many organizational cultures whereby a common learned belief exists that potentially fixable problems will not be resolved due to variables that individuals cannot control, and claimed that it can have negative effects on individuals' motivation to get involved in organizational change strategies and programs (Waldman, 1993).

When organization decides to implement 360-degree feedback system, cynicism will emerge with regard to new initiatives. First, ratees are suspicious about management's real intentions with regard to 360-degree appraisals. Second, raters might feel that anonymity might be sacrificed and no important changes will be made as a result of the program (Waldman & Bowen, 1998). Individuals who feel that organization is not going to improve also do not improve their own performance in that organization.

In many organizations, individuals, especially subordinates, have learned not to express their needs because of a lack of response on the part of those organizations (Waldman & Bowen, 1998). It reflects the situation that individuals have complained before, and nothing

has changed. This creates the “silent majority” of dissatisfied individuals (Hart, Heskett, & Sasser, 1990). These individuals are cynical about any new attempts to get their appraisal.

#### **2.4.2. RATER-RATEE RELATIONSHIP CHARACTERISTICS AND APPRAISAL CONTEXT**

The acceptability of 360-degree feedback is also strongly related to characteristics of rater-rater relationships and the appraisal context. Justice and fairness provide a useful framework for understanding acceptability issues in the 360-degree appraisal context (Barclay and Harland, 1995). Justice refers to the perceived fairness of the means and tools used to determine outcomes, such as performance appraisal ratings. In essence, this framework would suggest that individuals find appraisal procedures fairer when certain procedural conditions are adhered to. (Lind, MacCoun, Ebener, Felstiner, Hensler, Resnik, & Tyler, 1990). So fairness may lead to acceptance of the process and its implementation.

Conditions that could increase the acceptance of 360 degree appraisals are outlined below.

##### **2.4.2.1. RATINGS USED FOR EVALUATIVE PURPOSES**

For what purposes should performance evaluations be used are important controversies taking place today. It revolves around the questions, should 360- degree feedback be used only for development or should it also be used for administrative purposes such as deciding who gets raises and promotions<sup>1</sup>?

This controversy is perhaps even more evident for 360 degree feedback, as opposed to traditional appraisal system (Waldman & Bowen,1998). Evaluation implies that the feedback could be used for either positive or negative personnel decision-making (e.g., promotion or

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<sup>1</sup> Center for Creative Leadership, 1997 ‘should 360-degree feedback be used only for developmental purposes?’

dismissal). Development implies that the feedback is used solely for making rates aware of how their actions and results are being perceived in the eyes of constituents.

Several studies of peer and subordinate appraisals suggest that recipients, have a strong preference for development rather than evaluation. In other words, coworkers prefer that ratings from their peers be used only for developmental purposes (Farh, Cannella, & Bedeian, 1991; McEvoy & Buller, 1987); also, supervisors prefer that subordinate ratings be used in a similar manner (Antonioni, 1994). Although little evidence is available, it is expected that most subordinates would prefer that upward appraisals should be used for evaluative purposes, if they could be kept anonymous.

However, an increasing number of firms move in the direction of making 360-degree feedback processes more evaluative in nature (London & Smither, 1995). In the upward feedback pilot project, one of the authors asked subordinates supplying ratings whether those ratings would have been higher, lower, or about the same if those ratings were directly linked into their supervisors' appraisal system. Most respondents indicated that their ratings would have either been higher or lower. The implication is that while participation would still be high, acceptability would still be low because of biased ratings—that is, acceptability may be compromised by moving too quickly toward evaluation (Waldman & Bowen, 1998).

It is suggested that implementing evaluative process gradually may result in a high degree of acceptability (Brotherton, 1996).

#### **2.4.2.2. ANONYMITY OF RATINGS**

In traditional top-down appraisal system, anonymity is not an issue. A written appraisal is made by one's supervisor which is shown to the subordinate (four out of all items shown in the army) and then filed in personnel records. For two reasons this is not the situation with 360-degree feedback.

First, in the case of upward appraisals, the subordinates are at lower organizational levels, as compared to the rates of such appraisals. This situation necessitates that 360-degree feedback be collected anonymously, or at least confidentially, to protect the subordinates who provide feedback (Antonioni, 1994; Smither, Millsap, & Salvemini, 1995).

Second, even in the case of peer appraisal, individuals may fear repercussions if their feedback can be personally identified. That is, cooperation could be disrupted. Even with assurances of anonymity or confidentiality, raters may fear that attempts will be made to uncover their identity. For example, subordinates may fear that supervisors will try to determine from feedback reports which of their subordinates provided low appraisals. In briefly, despite assurances of anonymity or confidentiality, raters may not be convinced that their feedback will remain secret, so it may be slow to accept the process or use it as intended (Waldman & Bowen, 1998).

On the other hand, supervisors may refuse to follow up on the feedback received if raters are not identified. Supervisors may fear that upward appraisals and feedback will simply provide a vehicle for subordinates to "blow off steam" if they cannot be identified. In other words, they will not be able to obtain more specific information and suggestions for improvement.

#### **2.4.2.3. TEAM-BASED JOB DESIGN.**

Since coworkers are at the same organizational level within the same group, this makes them more likely to have closer interpersonal relationships and to be in direct competition for organizational rewards. So they may not be comfortable with the opinion of formally appraising each other. (Barclay & Harland, 1995).

The acceptability of peer feedback is more likely to be highest when the group's tasks and activities are highly interrelated and the group is operating in teamwork to solve problems and improve performance. (Waldman, 1995). From the rater's perspective, interrelated nature of the work situation would provide much opportunity to observe the cooperativeness and helpfulness of coworkers, thus making the rating process seem more appropriate and fair. Likewise, the ratee would be more likely to see the rating process as fair since cooperativeness and helpfulness will increase when work settings are team-based (Waldman & Bowen, 1998).

#### **2.4.2.4. PERCEIVED COMPETENCE OF RATERS**

A worry on the part of supervisors is that raters being asked to provide appraisals may not be competent enough to do so, and any ratings provided would be perceived as unfair and likely biased. A lack of competence is associated with two issues;

1. The supervisors may worry that raters are not familiar enough with their work. For example, they may not understand other work-related pressures facing the supervisors. Also, supervisors may feel that certain subordinates, peers, do not observe their performance frequently enough to act as competent raters.



2. Supervisors are less likely to accept ratings from subordinates or peers who they perceive are either not able to adequately perform the rating task and are not willing to do so. Either way bias results (Waldman & Bowen,1998).

Bias can take two forms. Unintentional bias results from a lack of either rating ability or unfamiliarity with the supervisor's job. Intentional bias involves the purposeful inflation or deflation of ratings of a supervisor by the subordinates or peers being solicited, (Barclay & Harland 1995).

Upward feedback provide a good example of how ratees (or supervisors) could fear bias thus, supervisors do not accept of the rating process. Supervisors may not trust the rating or feedback abilities of subordinates who themselves are not accustomed to performing such tasks. Moreover, subordinates can most effectively provide feedback on issues most relevant to them e.g., the supervisor's leadership skills and behaviors. Other issues may not be as familiar to subordinates e.g., the extent to which the supervisor achieves operational goals. If rated though, the process could be discredited in the eyes of supervisors (Bernardin , Dahmus, & Redmon, 1993). Supervisors also fear intentional bias. They worry that subordinates may use the upward appraisal process as a means of intentional retribution toward them.

#### **2.4.2.5. HIGH RATER PARTICIPATION RATE**

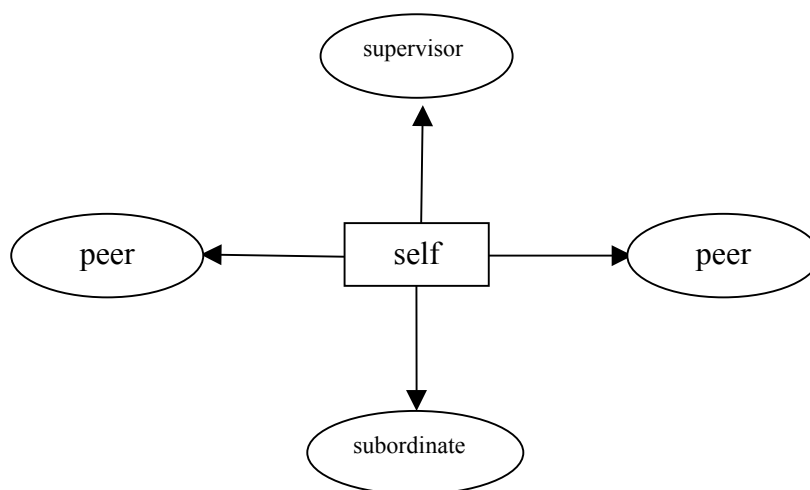
Supervisor acceptance of 360-degree feedback should be enhanced if the participation rate on the part of raters is high. Also, cumulative feedback from various raters (subordinates, peers, immediate supervisor) will tend to be seen as valid. It is proposed that 360-degree feedback will be most accepted if data are received not only from multiple subordinates or peers individually, but also from all of these rater groups or types at the same time (Waldman & Bowen, 1998).

#### 2.4.2.6. COUPLED WITH TRADITIONAL, SUPERVISOR APPRAISAL

Related to the above discussion, 360-degree appraisals should be more readily accepted when coupled with traditional supervisory appraisals, e.g. in an upward appraisal process, supervisors became more positive toward subordinate appraisals when appraisals were simultaneously received from superiors of those individuals. Presumably, supervisors believe that subordinate appraisals can be interpreted best when balanced with input from superiors. For example, subordinates may feel that they have not been receiving enough training and development activities. The superior could provide counterbalancing input suggesting that this was not the fault of the supervisor; rather, operational pressures were being placed on the supervisor by higher levels of management ( Bernardin ,1993).

#### 2.5. RATER GROUPS

Typically, performance appraisal has been limited to a feedback process between subordinates and supervisors. However, with the increased focus on teamwork, employee development, and customer service, the emphasis has shifted to feedback from the full **circle** of sources, depicted in the diagram below.



**Figure 2.** Rater groups

That is why performance feedback is sometimes called “360-degree feedback” to point out that circle.

This feedback sources consists of supervisors, peers, subordinates, customers, and one’s self. It is not necessary, or always appropriate, to include all of the sources in a particular appraisal program. The organizational culture and mission must be considered, and also the purpose of feedback may differ with each source, e.g. subordinate assessments on a supervisor’s performance can provide valuable developmental guidance, and peer feedback can be the heart of excellence in teamwork. The objectives of performance appraisal and the particular aspects of performance to be assessed must be set before determining appropriate sources for feedback.

Assigning the most appropriate people to rate is a key part of the feedback process. Ideally, each selected rater is expected to have sufficient experience observing the specific behaviors to be evaluated. Accordingly, feedback recipients should have full involvement in identifying who they think is in the best position to comment on their performance. The feedback recipient is often qualified to make this decision and should do so in accordance with the following key determinants (Lepsinger & Lucia, 1997);

- What is the nature and length of the relationship between the rater and the ratee?
- Does the rater understand the full nature of what the ratee does?
- A balanced selection of raters from the peer, subordinate, and supervisor groups should be made.
- A balanced selection of raters-some that work well with the ratee and some that do not.

### **2.5.1. DOWNWARD FEEDBACK**

Assessments by superiors are the most traditional source of performance feedback. As stated by Murphy and Cleveland (1995; 135), “Supervisory evaluations follow the natural flow of power and authority within organizations”. Evaluating a subordinate’s performance is generally part of the supervisor’s job.

The supervisor has the best position to effectively carry out the full cycle of performance management: Planning, Monitoring, Developing, Appraising, and Rewarding<sup>2</sup>. He may also have the broadest perspective on the job requirements and be able to take into account changes in those requirements.

The superiors (both the immediate supervisors and the senior managers) have the authority to redesign and reassign subordinates’ work based on their assessment of individual and team performance. Most Federal employees (about 90 percent in a large, Government wide survey<sup>3</sup>) feel that the greatest contribution to their performance feedback should come from their first-level supervisors.

However, research demonstrates that appraisal programs that rely solely on the ratings of superiors are less reliable and valid than programs that use a variety of other rating sources to supplement the supervisor’s evaluation (London,1995).

Superiors should be able to observe and measure all facets of the work to make a fair evaluation. In some work situations, the supervisor or rating official is not in the same

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<sup>2</sup> United States Office of Personnel Management,1997, 360-Degree Assessment

<sup>3</sup> Survey of Federal Employees, USOPM, May 1992.

location or is supervising very large numbers of subordinates as in the case of Army and the superior does not have detailed knowledge of each subordinate's performance.

Therefore, superiors need training about how to make performance appraisals. They should be capable of coaching and developing subordinates as well as planning and evaluating their performance.

### **2.5.2. UPWARD FEEDBACK**

An upward-appraisal process or feedback survey (sometimes referred to as a SAS, for "Subordinates Appraising Supervisors") is among the most significant and yet controversial features of a "full circle" performance evaluation program that is why this thesis deals mostly with. Both supervisors, being appraised and their own superiors agree that subordinates have a unique, often essential, perspective (London & Smither, 1995). The subordinate ratings provide particularly valuable data on performance elements concerning managerial and supervisory behaviors.

The opinions of subordinates regarding their supervisor's performance can be an extremely valuable source of information for an organization for a variety of reasons:

- Subordinates are sometimes able to observe supervisory performance that superiors and peers may not be able to view,
- The behaviors of subordinates toward supervisors might affect subordinate performance and their overall attitude toward the organization,
- Subordinates might provide information that can have analytical value in terms of organizational training, policies and procedures,

- Subordinate appraisals might increase the validity of supervisor evaluations and hence increase the defensibility of performance appraisal of supervisors when challenged in court (Rubin, 1995).

Of course, such information in itself is not sufficient for a complete assessment, which requires information obtained from a variety of sources.

However, there is usually great reluctance, even fear, concerning implementation of this rating dimension. The contributions can outweigh the concerns if the precautions noted below are addressed.

When subordinate ratings are used as a source of performance feedback data, the need for anonymity is very important. Subordinates simply will not participate, or they will give, unnecessary, dishonest feedback, if they fear reprisal from their supervisors. If there are fewer than four subordinates in the rating pool for a particular supervisor, the ratings (even though they are averaged) should not be given to the supervisor ( Ghorpade, 2000).

Supervisors may feel threatened and perceive that their authority has been undermined when they must take into consideration that their subordinates will be formally evaluating them. However, research suggests that supervisors who are more responsive to their subordinates, based on the feedback they receive, are more effective managers (Tornow & London, 1998).

Subordinate feedback is most beneficial when used for developmental purposes. Appraisals used for developmental purposes are believed more likely to produce positive and less likely to produce negative outcomes than appraisals used for administrative purposes ( Fedor & Bettenhausen, 1997). It can also be used in arriving at the performance rating of

record, but precautions should be taken to ensure that subordinates are appraising elements of which they have knowledge<sup>4</sup>. For example, if a supervisor's performance plan contains elements that address effective leadership behaviors, subordinate input would be appropriate. It also may not be appropriate for the subordinate to appraise the supervisor's individual technical assignments.

Only those subordinates who have worked with a sufficient length under the supervisor (at least 1 year is the most common standard) should be included in the pool of raters. Moreover, subordinates currently involved in a disciplinary action or a formal performance improvement period should be excluded from the rating group<sup>5</sup>.

### **2.5.3. PEER FEEDBACK**

Someone with whom an individual works is called as peer. It is not so important to be the members of the same organization or of same units, as long as they have some work-based relationship. Peer appraisal refers to performance feedback given by anyone other than an individual's supervisor, subordinates or external customers. (London and Beatty, 1993; Tornow, 1993; Edwards and Ewen, 1996).

Peer feedback refers to input provided when the rater and ratee are at the same organizational level. Studies indicate that peer feedback is both a valid and reliable aspect of the 360-degree feedback process (Tornow & London, 1998).

There are both significant contributions and serious pitfalls that must be carefully considered before including this type of feedback in a multi-source appraisal program.

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<sup>4</sup>United States Office of Personnel Management,1997, 360-Degree Assessment

<sup>5</sup> United States Office of Personnel Management,1997, 360-Degree Assessment

- Peer effect through peer approval and peer pressure is often more effective than the traditional emphasis to please the supervisor. Subordinates report resentment when they believe that their extra efforts are required to “make the superior look good” as opposed to meeting the organization’s goals<sup>6</sup>.

- Peer ratings have proven to be excellent predictors of future performance. Therefore, they are particularly useful as input for employee development.

- Peer ratings are remarkably valid and reliable in rating behaviors and “manner of performance,” but may be limited in rating outcomes that often require the perspective of the supervisor.

- The use of multiple raters in the peer dimension of 360-degree assessment programs tends to average out the possible biases of any one member of the group of raters.

- The increased use of self-directed teams makes the contribution of peer evaluations the central input to the formal appraisal because by definition the supervisor is not directly involved in the day-to-day activities of the team.

- The addition of peer feedback can help moving the supervisor into a coaching role rather than a purely judging role.

There are cautions which should be addressed during peer appraisal process:

- Rather than using them for pay, promotion, or job retention purposes, peer evaluations are almost always appropriate for developmental purposes. It has been demonstrated that peer appraisals provide better and more favorable information (Fedor and Bettenhausen, 1989) if they believe that the results will be used for the ratee’s benefit only - that is, not in compensation or promotion decisions.

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<sup>6</sup> United States Office of Personnel Management, 1997, 360-Degree Assessment



- There is a difference of opinion about the need for anonymity of the peer evaluators. Generally, the identities of the raters should be kept confidential to assure honest feedback<sup>7</sup>.

- To prevent competition among peer evaluators, the feedback should only be used for developmental purposes. If this point is not successfully applied, peers may be reluctant to evaluate each other in fear of disturbing the group climate. If a peer group feels that the information will be used for evaluative purposes, the perceived competition among members of a peer group may result in a rating bias (Tornow & London, 1998).

#### **2.5.4. SELF FEEDBACK**

Multi-source feedback involves a process whereby a target individual is evaluated by supervisors, peers, subordinates, sometimes customers, and ratings of each group is presented to the ratee and compared to his or her own self-ratings. Mostly, this kind of appraisal is used for developmental purposes, although there is a tendency towards the use of ‘ 360-degree feedback’ in performance appraisal ( Bettenhausen &Fedor, 1997; Waldman, Atwater, & Antonioni, 1998).

Such developmental appraisals are usually based on two main assumptions:

- The awareness of any discrepancy between how an individual sees himself and how others see him, improves self-awareness,
- High self-awareness is a key factor associated with higher performance as a leader ( Velsor, Taylor, Leslie, 1993).

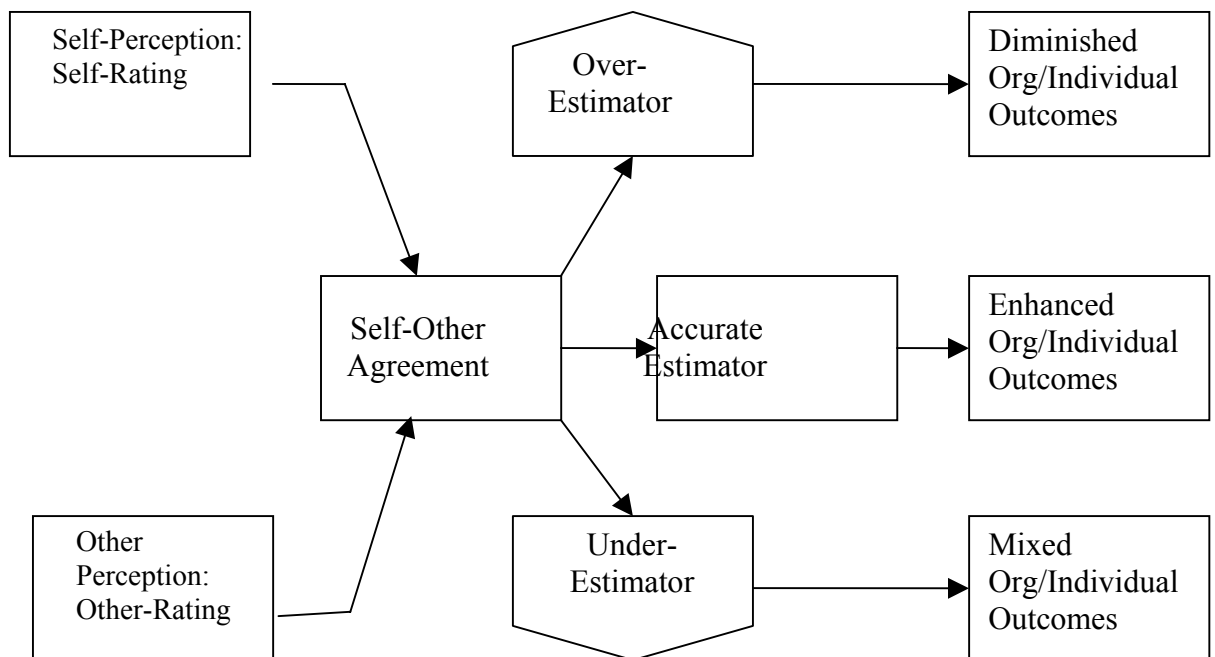
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<sup>7</sup> United States Office of Personnel Management, 1997, 360-Degree Assessment

The extent to which self-ratings are similar with the assessments of others, has been taken as a measure of the degree to which individuals understand their own strengths and weaknesses, as such has been termed 'self-awareness' by a number of researchers in this field (London & Smither, 1995; Wohlers & London, 1991).

Atwater and Yammarino (1992) found that the individuals with high self-awareness will have a more accurate self-appraisal since 'self-awareness stems from the individual's ability to evaluate others' assessments of the self and to incorporate those evaluations into one's self-appraisal'. Conversely, people with low self-awareness are more likely to ignore or discount feedback about them and have negative attitudes towards work (Ashford, 1989).

A model of self-perception accuracy is summarized in Figure 3. The degree of consistency between self and other ratings is called accuracy. As the model asserts the comparison process results in three categories of individuals. First, accurate estimators are those who rate themselves as others rate them. Second, over-estimators are those whose ratings are higher than the ratings of other raters. Third, under-estimators are those whose self-ratings are significantly lower than the ratings of the relevant others.



**Figure 3.** A model of self-perception accuracy (David.A.Waldman, 1998)

Studies have demonstrated that inaccurate self-estimators (over-estimators, under-estimators) tended to show poorer rated performance than people who rated themselves as others rated them. Moreover, the latter study found that the 'over-estimators' not only rated themselves higher than 'accurate-estimators' or 'under-estimators,' but that over-estimators were rated lowest by their peers. Of the three groups, peer ratings of performance were highest for under-estimators (Velsor, Taylor, Leslie, 1993).

## **2.6. KEY FACTORS TO ENHANCE THE PROBABILITY OF IMPLEMENTING 360-DEGREE FEEDBACK SUCCESSFULLY**

### **2.6.1. INVOLVEMENT OF SENIOR MANAGEMENT AND STAKEHOLDERS**

The support and participation of senior management is crucial to the success of the 360-degree feedback process. Management support sends a clear message to the organization about the importance of the activity. The allocation of time and organizational resources by senior management shows the process credibility and helps to ensure that the organization will remain committed until feedback objectives have been achieved. Obtaining senior management's true commitment guarantees that sufficient human and monetary resources will be made available in support of the feedback effort (Lepsinger & Lucia, 1997). Senior management's participation in the feedback process also helps ensure that the behaviors and competencies that are being measured will be supported day-to-day.

Experience shows that the foundation for a successful 360-degree system rests on a commitment from management (Roebuck, 1996).

Key stakeholders should be made aware of important decisions related to the feedback process and the rationale behind them. Also every stakeholder should view the feedback program from both a personal and organizational perspective (Lepsinger & Lucia, 1998).

Consequently, if stakeholders are not given the opportunity to provide input to decisions or help the implementation, they may either withhold support or actively sabotage the feedback process.

Thus, all stakeholders should be made aware of;

- The strategic competencies to be measured,
- The methods for gathering and summarizing the feedback,
- How the feedback will be integrated into existing development or evaluation systems,
- The individual and organizational benefits to be derived (Wimer & Nowack, 1998).

### **2.6.2. CLEAR AND FREQUENT COMMUNICATION**

The more people understand about why 360-degree feedback is being introduced in the organization and how the information will be used, the more likely they support the effort, or at least not actively resist it (Lepsinger & Lucia, 1997).

In case feedback can be threatening to some within the organization, it is essential that the goals and procedures of multi-rater feedback be communicated openly and early in the implementation process (Wimer & Nowack, 1998). All stakeholders may have concerns prior to implementation and they should, at least, understand the rationale underlying major implementation decisions. When implementing a multi-source feedback system, the primary method of communicating with participants is training. Whether formal or informal, group or one-on-one, 360-degree feedback training makes participants to the part of a multi-source system, eases uncertainty, and serves to minimize system breakdowns.

There are also two issues that routinely prevent the 360-degree feedback implementation process, these are;

### **2.6.2.1. CLARITY OF PURPOSE**

One of the main reasons for the unsuccessful implementation of 360-degree feedback process is the lack of a clear purpose. The feedback doesn't address an organizational performance issue or strategic need. Instead, it's being done because it's the latest management trend, because a senior manager thinks it's a good idea, or because a recent benchmarking study reports that world-class organizations are doing it. Performing an intervention without a clear purpose is like prescribing an antibiotic for a virus; it doesn't treat the underlying problems and may lead to undesirable outcomes (Wimer & Nowack, 1998).

Multi-rater system should be designed and implemented to address specific business and strategic needs. For example, managers may need to increase the critical competencies for competitive performance, based on feedback from multiple internal and external stakeholders , organization may be operating "in a vacuum" and need to open channels of feedback to be able to serve customers better, the compensation and reward systems may be outdated and 360-degree feedback may be a way to bring about actual or symbolic change or the organizational hierarchy may have become rigid and 360-degree feedback may be a way to develop a different culture that emphasizes continuous feedback and improvement (Wimer & Nowack, 1998).

The question lies at the center of clarity of purpose; “Is the feedback to be used primarily for individual development or is the feedback to be used for administrative purposes such as performance appraisal and salary action?”. When the purpose is not clearly communicated to participants, resulting uncertainty will often create a vacuum that may be filled by anxiety, rumors, and suspicion. Communication that effectively clarifies the purpose behind getting feedback is the most powerful tool for eliminating this type of resistance (Lepsinger & Lucia, 1998).

Developmental feedback helps managers or employees provide information related to their behavior and work attitudes that might otherwise go unnoticed in the traditional top-down appraisal system. Developmental feedback is designed to help people improve their skills or performance and there are probably no reactions for negative feedback. During a time which is characterized by increased job complexity and the need to cultivate human capital, this method of feedback provides organizations with a personnel development mechanism that expands the reliance on supervisor-subordinate feedback systems.

Feedback for the purpose of manager and employee development became popular in the late 1980s and today is the most common use of 360-degree feedback (Bracken, 1994). When used for this purpose, feedback results are generally used by an independent third party and given only to the ratee. In addition, the third-party will frequently assume a coaching role, assisting the ratee in developing an action plan correlated to his or her specific feedback results. A development-only approach gives participants experience using multi-source feedback and helps ease their resistance to change. Also, there is less personal risk associated with this method since there are no organizational repercussions linked to the feedback results and individuals have more control over the data and how they are used (Wimer & Nowack, 1998).

The 360-degree feedback process, when used for appraisal and evaluative purposes, is the same as developmental feedback except;

- The results are shared with the ratee's supervisor who uses this information to make judgments about performance,
- The ratee will be rewarded or punished based on the results (Edwards & Ewen, 1996).

Since supervisors review and use the results of appraisal and evaluative feedback, these systems are relatively more complex than their developmental type. Also, under an appraisal and evaluative system, participant concerns involving anonymity and system implementation is frequently difficult and met with mixed results (Lepsinger & Lucia, 1998).

Consequently, experts recommend that, especially if it is the organization's first experience, 360-degree feedback should be used for developmental purposes only (Lepsinger & Lucia, 1998).

Whatever the needs, it's imperative to have a clear and well-defined understanding or contract with employees on why the organization is undertaking a 360-degree feedback process.

#### **2.6.2.2. ANONYMITY AND CONFIDENTIALITY**

Anonymity refers to the extent to which a rater's identity will be revealed in conjunction with the completion of a feedback questionnaire or interview.

Most 360-degree feedback systems provide for the anonymity of the raters. In fact, some would claim that, if raters are not anonymous, then it is not what has come to be known as 360-degree feedback (Dalton, 1998).

Most practitioners believe that anonymous feedback will be more honest than open feedback, especially when subordinates are asked to rate their supervisors. If anonymity is ensured through communications and instructions, more reliable (honest) feedback might be expected if a climate of trust exists- that is, if the raters believe that anonymity is ensured.



But, if they believe that anonymity is not assured, then less honesty can be expected with a corresponding decrease in reliability and validity (Antonioni, 1994; London & Wohlers, 1991).

Anonymity and confidentiality are two significant terms often confused when referencing the 360-degree process. Confidentiality refers to the limitations placed on who within an organization will have access to a ratee's feedback results. Ensuring that adequate safeguards are applied to both anonymity and confidentiality is essential to the success of any 360-degree system.

An organization must provide a sound feedback environment to effectively assure anonymity and confidentiality (Tornow & London, 1998). This involves not only establishing adequate anonymity and confidentiality safeguards, but also fostering an attitude within the organization that is supportive of individuals and respectful of their need for privacy. To this end, there are several suggestions in the literature for assuring anonymity. First, feedback questionnaires should be distributed in adequate numbers such that individual raters cannot be identified via their completed surveys (Chappelow, 1998). Second, when forming results, individual rater input should be aggregated into a group score. This prevents the ratee from tracing a single response back to the responsible rater. Third, care should be taken to ensure the anonymity of small rater groups and questionnaires with extreme marks or easily decipherable comments (Lepsinger & Lucia, 1997).

Care should be taken to maintain ratee trust in system confidentiality through established procedures for disseminating and handling feedback. Furthermore, a set of organizational rules should manage the use of feedback results. When established, these rules should not be changed or violated during the process of a feedback cycle. Most participants,

once comfortable with the anonymity and confidentiality procedures during the feedback system, will provide open and honest input essential to the 360-degree process.

As Table I indicates, “success” is defined differently depending on the constituent group, one is trying to satisfy. Raters, for example, would consider a 360-degree feedback process successful if ratees appeared to accept the feedback and change their behaviors, if their working relationships with ratees improved, if they were not retaliated against for providing honest feedback, and if the overall feedback climate improved.

Similarly, each of the other principal constituencies (ratees, bosses, and the organization itself) has its own definition of the factors that contribute to successful implementation of the process.

**Table 1.** The success of a 360 feedback process as defined by its different constituents. ( Dawid W. Bracken, 2001).

Constituent Group	Definitions of Success	Factors Contributing to Success
Rater	<ul style="list-style-type: none"> <li>· Perception that feedback was accepted and ratee behavior improved</li> <li>· Improved working relationship</li> <li>· No negative repercussions</li> <li>· Improved feedback climate</li> </ul>	<ul style="list-style-type: none"> <li>· Anonymity</li> <li>· Ratee accountability</li> <li>· Multiple administrations</li> <li>· Policies and practices communicated</li> <li>· Hotline to report problems</li> </ul>
Ratee	<ul style="list-style-type: none"> <li>· Received feedback that was fair, constructive, valid, actionable, credible, reliable</li> <li>· Improved communications</li> <li>· Improved working relationship</li> <li>· Improved feedback climate</li> <li>· Improved performance</li> </ul>	<ul style="list-style-type: none"> <li>· Consistency</li> <li>· Confidentiality</li> <li>· Rater training</li> <li>· Rater accountability (i.e., honesty)</li> <li>· Consistent rater selection</li> <li>· Sufficient number of raters with knowledge (i.e., census)</li> <li>· Valid, reliable instrument</li> <li>· Organization commitment (e.g., resources)</li> <li>· Access to raters for follow-up</li> <li>· Development and action planning</li> </ul>
Boss	<ul style="list-style-type: none"> <li>· Access to timely, quality feedback appropriate for use in performance management and/or development</li> <li>· Feedback aligned with organization goals and/or values (i.e., relevant, important)</li> <li>· Improvement in ratee's behavior consistent with the process' objectives</li> <li>· Improvement in ratee's workgroup</li> <li>· Improved feedback climate</li> <li>· Not overly intrusive (time, cost)</li> </ul>	<ul style="list-style-type: none"> <li>· Boss receives data that are clear, actionable, relevant</li> <li>· Boss receives training on proper use of data</li> <li>· Ratee accountability for follow-through</li> <li>· Organization commitment (e.g., resources)</li> <li>· Process is a business priority</li> <li>· Process is administered regularly, consistently</li> <li>· All bosses held accountable</li> <li>· Valid, reliable instrument</li> <li>· Efficient data collection, reporting</li> </ul>
Organization	<ul style="list-style-type: none"> <li>· Sustained focused behavioral change in large number of individuals that leads to organizational effectiveness</li> <li>· Viability of the process (sustainable)</li> <li>· Improved feedback climate</li> <li>· Legal defensibility</li> <li>· Supports learning environment</li> </ul>	<ul style="list-style-type: none"> <li>· Top management commitment</li> <li>· System-wide implementation</li> <li>· Resources to develop valid process</li> <li>· Sufficient resources to sustain the process</li> <li>· Valid, reliable instrument</li> <li>· Alignment</li> <li>· Efficient, cost effective data collection, processing and reporting</li> </ul>

## **CHAPTER III**

### **3. THE RESEARCH IN TURKISH ARMY**

The study analyzes 360-degree feedback and upward appraisal system which is used primarily as a bridge to implement the 360-degree feedback (Atwater, Roush, & Fischthal, 1995). Especially supervisors' reactions can have a significant impact on their eventual response to 360 feedback. Because 360-degree feedback systems (upward, peer, downward appraisal) often are used for developmental purposes, organizations may not be able to force leaders' use of the feedback. Therefore, it is critical to understand what factors may increase the likelihood that supervisors (officers) will accept feedback and regard it as useful. If leaders accept and value the information from their subordinates, they should then be more likely to use the information for development, thus achieving a primary goal of 360-degree feedback systems.

#### **3.1. METHODOLOGY**

Mainly two factors are analyzed in this study, as they are presented below;

##### **1. The perception of organizational culture;**

###### **A. Organizational Support;**

(1) Attitudes toward the organization,

(2) Attitudes toward the unit,

- B. Trust;
    - (1) Attitudes toward subordinates,
    - (2) Attitudes toward supervisors,
  - C. Perceived competence of raters;
2. General thoughts about appraisal systems;
- A. Attitudes toward top-down appraisal;
  - B. Attitudes toward upward appraisal;
    - (1) The perceived benefits of upward appraisal,
    - (2) Concerns about upward appraisal,
    - (3) Clarity of purpose.

### 3.2. QUESTIONNAIRE & SAMPLE SELECTION

Data for this study were collected through two types of questionnaires: one for officers and one for non commissioned officers. Participants were selected from different units of army and from different regions of Turkey in collaboration with Land Force Commander Personnel Department. 345 survey recipients were categorized into four levels of hierarchical positions: Lieutenant, Captain, Major and Non Commissioned Officers. Number of each category is figured out in table 2 below.

**Table 2: Participant's status**

	N
Lieutenant	111
Captain	50
Major	60
NCO	124

### **3.3. PROCEDURES AND MEASURES**

Participants were asked to indicate on a 5-point likert scale, ranging from 1(strongly disagree) to 5 (strongly agree), the extent to which they agreed with each of 40 and 37 statements prepared to evaluate their perceptions and attitudes toward organizational culture and appraisal systems respectively<sup>8</sup>.

The coefficient alpha for each of the measures used in this thesis exceeds 0.60, suggesting that these measures have acceptable reliability, since Nunnally(1978) says that the coefficient Alpha of 0,60 is satisfactory in most research. These values are presented in the following chapter.

In order to search for the influence of individual variables and organizational culture on attitudes toward upward appraisal system, it is hypothesized that contextual factors would influence participants' receptivity to implementation of upward appraisal and multi-source feedback system. Correlation between variables is analyzed in the following chapter.

The questionnaire forms are presented in Appendix A and Appendix B.

### **3.4. HYPOTHESIS OF THE STUDY**

To understand the officers' and noncommissioned officers' reactions to upward appraisal, the relationship of four independent variables to a dependent variable of attitudes toward subordinate feedback is analyzed. The hypotheses are discussed below.

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<sup>8</sup> SPSS 11.0 Program was used to analyze the data

### **3.4.1. Attitudes Toward Upward Appraisal System**

Seven and six items were asked to officers and NCOs respectively, to measure the attitudes toward the future use of upward feedback system. (e.g. “I believe that upward appraisal should be used in the evaluation system”). These items were measured on a five-point Likert-type scale.

### **3.4.2. Perceptions of the Feedback Environment**

It was predicted that three variables relevant to supervisors' and noncommissioned officers' perceptions of the feedback environment would positively be related to respondents' reactions to feedback. The first variable, perceived organizational support (explained above), is the extent to which subjects perceive that they are valued and cared about by the organization and believe the development of organization on behalf of their usage.

In this study, it was proposed that perceived organizational support would be related to respondents' acceptance of feedback and their belief that upward feedback is useful. 3-item measure of organizational support was used to indicate a respondent's tendency to believe that the organization cares about their personnel.

**Hypothesis 1a:** Supervisors' perceptions of organizational support are positively related to their acceptance of feedback and belief that upward appraisal is useful.

**Hypothesis 1b:** Noncommissioned officers' perceptions of organizational support are positively related to their acceptance of feedback and belief that upward appraisal is useful.

The second feedback environment variable is perceived rater ability, or respondents' perceptions that subordinates have the requisite skills and abilities necessary to accurately rate their supervisors' performance. 3 items were used to measure the individuals' perceptions

regarding the perceived competence of raters. These items were measured on a 5-point Likert-type scale. Previous research has showed that the credibility of the source- in terms of skill, ability to observe performance - can have a strong influence on ratees' reactions to feedback (Bannister, 1986).

**Hypothesis 2a:** Supervisors' perceptions of rater ability are positively related to their acceptance of feedback and belief that upward appraisal is useful.

**Hypothesis 2b:** NCOs' perceptions of rater ability are positively related to their acceptance of feedback and belief that upward appraisal is useful.

The third feedback environment variable is perceived trust to supervisors and subordinates. It was proposed that perceived trust to subordinates and supervisors would positively be related to officers' and NCOs' acceptance of feedback and belief that upward feedback is useful. Higher score on a 5-point Likert-type scale indicated greater feeling of trust to subordinates and supervisors.

**Hypothesis 3a:** Officers' perceptions of trust toward their supervisors and subordinates are positively related to their acceptance of feedback and belief that upward appraisal is useful.

**Hypothesis 3b:** NCO's perceptions of trust toward their supervisors are positively related to their acceptance of feedback and belief that upward appraisal is useful.

The fourth feedback environment is the perception of current appraisal system. The current evaluation system can be considered as an alternative factor that affects the attitudes toward upward appraisal system. This hypothesis examines the relationship between the extent to which respondents perceived the upward appraisal positively and to be fair and their overall satisfaction with current system.



**Hypothesis 4:** A high degree of satisfaction with one's current, traditional appraisal system would be negatively related to attitudes toward upward appraisal system.

### **3.5. LIMITATIONS**

It should not certainly be overlooked that this study reflects only the respondents' views to which interpretations are based on. So the results or conclusions about the attitudes toward the upward appraisal system and other variables can not be regarded as the opinions of all Army personnel. Interpretations of this study's results are limited only by its research methodology and sample.

Sample sizes in each group are relatively small because the study required two different samples (officers and NCO) to complete two surveys. As a result, our samples might not have provided adequate statistical power for detecting stronger and weaker attitudes. Therefore, future research should attempt to replicate our findings using larger samples to determine if the unimportant findings reported here is a function of low statistical power, as well as to assess the stability of these results.

Final limitation of this study is the fact that the nature of the collecting data system does not guarantee natural views of respondents, because of this, future research should assure anonymity of questionnaire for recipients by doing it as a group to analyze whether the relationships found in this thesis between the predictor variable and upward appraisal system attitudes are of a causal nature.

### **3.6. FINDINGS AND RESULTS**

This section is designed to analyze findings of the questionnaire, in relation to perception of organizational culture and general thoughts about appraisal systems. The section presents analysis for officers' responses and NCOs' responses separately.

#### **3.6.1. OFFICERS' RESPONSES**

In the sections, perception of organizational culture for three main points is analyzed;

1. Attitudes, expressed by officers toward their organization and units for organizational support;
2. Attitudes toward supervisors and attitudes toward subordinates for the perception of trust;
3. Perceived competence of raters (subordinates).

In the sections for general thoughts about appraisal systems three things are analyzed;

What the comments of respondents about the current evaluation (Top-down appraisal) system, such as;

1. The effects of top-down appraisal system to the command-control relations,
2. The effects of current evaluation system to the behaviors of supervisors,
3. The extent to degree of perceived objectivity of this system.

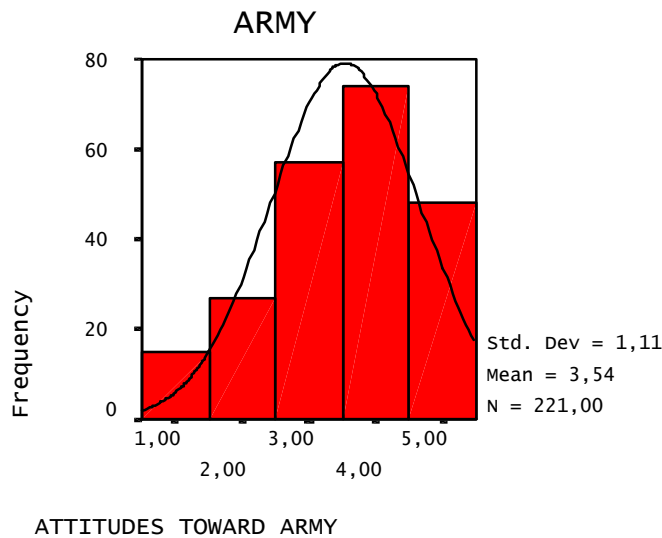
### 3.6.1.1. The Perception of Organizational Culture

#### 3.6.1.1.1. Organizational Support

##### 3.6.1.1.1.1. Attitudes Toward the Army

The perceptions of organizational support were discussed in two parts. In the first part, three statements were asked to analyze the attitudes of officers toward the Army. In order to make all these analysis easier, all subtitles' variables were combined into an index. Internal consistency is also acceptable with Cronbach's alphas (Cronbach,1951) that is 0,8399. Participants were asked to indicate the extent to which they agreed with each of three questions designed to assess the degree of their perceived organizational support to the Army.

The histogram of the “attitudes toward organization” is shown below:



**Figure 4.** The histogram of attitudes toward organization

As can be seen from the mean which is 3,54, officers are generally comfortable with the Army's current position. Results are quite positive, 65 % of the respondents agree or strongly agree and only 15% of them disagree or strongly disagree with 3 statements.

Detailed statistics and comments about the items which measure the extent to which officers perceive that the organization demonstrates concern for personnel are presented in Table 3.

<b>Descriptive Statistics</b>			
	N	Mean	Std. Deviation
1.I believe the positive changes in the Army.	221	3,67	1,215
2.I believe I'm valued and cared about by the Army.	221	3,45	1,356
3.I believe the Army tries to extend itself in order to help me perform to the best of my ability.	221	3,48	1,260

**Table 3.** Descriptive statistics of attitudes toward organization

These findings can be interpreted as follows;

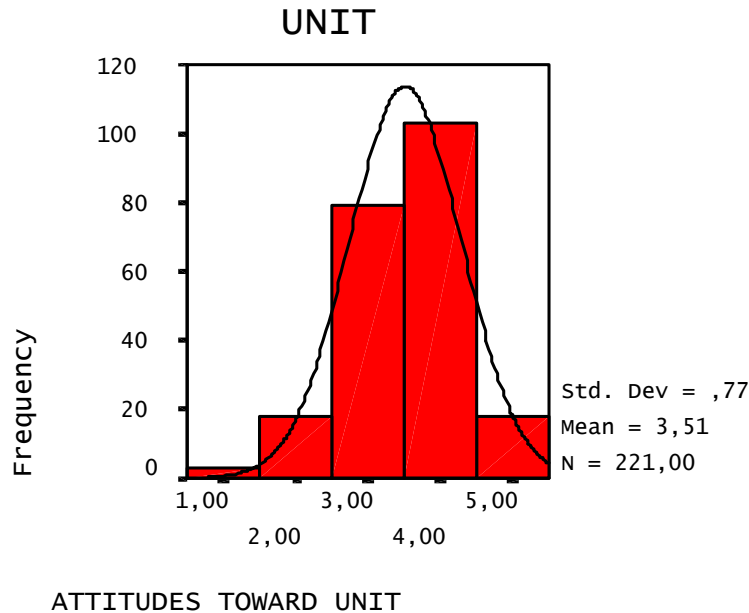
- Army does the necessary developments to keep in step with the time. (related item number 1)
- The result is quite important since if respondents have negative attitudes toward the second question, there will more likely be reactions to all the changes in the organization that affect the officers. But results show that they believe they are valued and cared about by the Army.(related item number 2)
- It's also quite important because there is a tendency to believe that the Army tries to extend itself in order to help officers perform to the best of their ability. So the changes will mostly be perceived positively. (item number 3)

#### **3.6.1.1.1.2. Attitudes Toward The Unit**

Subjects were asked for answering 7 statements to investigate the perceived working environment, honesty and goodwill in units and inter-units. These statements were summed to form an overall assessment of 'attitudes toward the unit'. The coefficient alpha reliability of

this scale is 0.7783, which is acceptable. So higher numbers are indicative of more perceived satisfactoriness for the working environment, honesty and goodwill.

The histogram for the “attitudes toward the unit” is presented below:



**Figure 5.** The histogram of attitudes toward the unit

Mean and Standard deviation, 3, 51 and 0, 77 respectively, are satisfactory. There is few officers (5) who have an exactly pessimistic perception about the working environment. 74.7 % of the respondents agree or strongly agree with the 7 statements. It can easily be concluded by looking at the results of these perceptions such that, not only the officers are pleased with working in their present environment, but also they have a perception that their subordinates are also comfortable with their units and friendship.

On the other hand, the characteristics or style of the statements might have caused to increase the results incredibly. For instance there are such statements, depicting an ideal leader and his unit’s working environment with which an ideal officer should agree or strongly agree.

Statements and descriptive statistics are presented in Table 4:

### Descriptive Statistics

	N	Mean	Std. Deviation
4.Mutual support and coordination are at the top in my unit.	221	3,76	1,128
5.Mutual support and coordination are at the top in inter-sections.	221	3,07	1,263
6.My subordinates do not hesitate explaining their opinions explicitly.	221	3,83	1,119
7.My subordinates are pleased with the unit they work.	221	3,56	1,229
8.Honesty and goodwill are at the top among the personnel in unit.	221	3,57	1,184
9.Non of my personnel gives importance to gossip and rumor.	221	2,90	1,306
10.My subordinates trust their unit they work.	221	3,90	1,024

**Table 4.** Descriptive statistics of attitudes toward the unit

These findings can be interpreted as follows;

- As understood from the means, the perceptions of mutual support and coordination are satisfactory within units, however it seems that there is a lack of mutual support and coordination between units. It's quite normal since generally units are far away from each others.(Related item numbers 4,5)
- Statement 9 has the lowest score of this index which is 2, 9. It may be thought that this item does not directly related to the perception of organizational support of the unit. This statement might have been perceived as the general characteristics of our organizational culture.
- The responses to the sixth, seventh, eighth, and tenth statements by the officers may be an indicative of higher perceived organizational support.

### **3.6.1.1.2. The Perception of Trust**

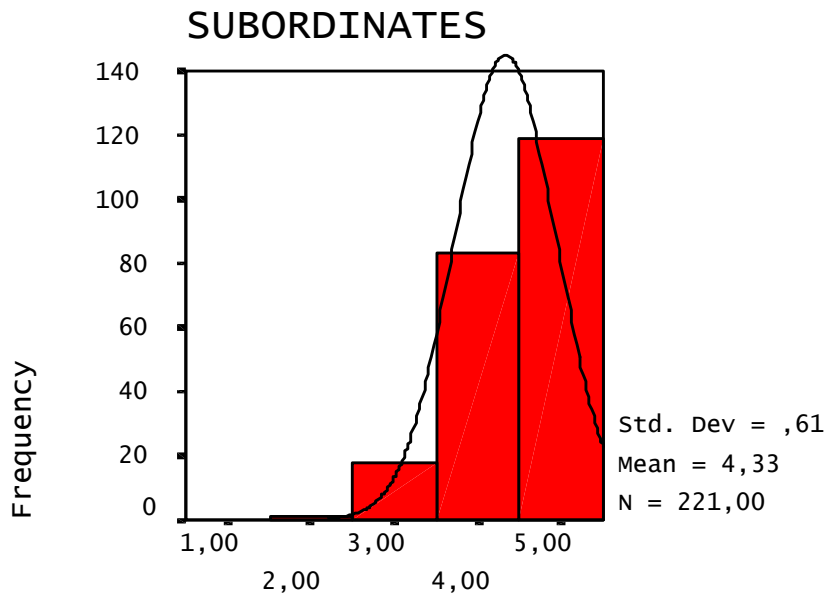
In this section, the following points are discussed;

1. Management style,
2. The level of trust to subordinates,
3. Respondents' perceptions to their supervisors' attitudes,
4. Thoughts about upward appraisal,
5. Perceived trust of supervisors,

#### **3.6.1.1.2.1. Attitudes toward Subordinates**

Officers were asked for answering 4 statements to investigate the perceived relationship with subordinates, the degree of trust and the management style of the officers. These statements were summed up to form an overall assessment of 'attitudes toward the subordinates'. The coefficient alpha reliability of this scale is 0.6881, which is acceptable. According to scale, higher score shows the extent to which officers trust their subordinates and they have a good perceived relationship with each other. Five-point Likert scale, ranging from 1( strongly disagree) to 5 (strongly agree ), were used to analyze the statements.

The histogram for the "attitudes toward subordinates" is presented below:



#### ATTITUDES TOWARD SUBORDINATES

**Figure 6.** The histogram of attitudes toward subordinates

Mean and Standard deviation, 4,33 and 0,61 respectively, are highly satisfactory. There is not even one officer who is thoroughly pessimistic about the perceived relationship and trust with subordinates. 86 % of the respondents agree or strongly agree with the 4 statements which is incredibly high. Although, less likely to represent the real situation of the Army, it may be concluded from this result that the respondents have a tendency to create an ideal, contemporary environment if conditions are adapted.

Items and descriptive statistics are presented in Table 5;



### Descriptive Statistics

	N	Mean	Std. Deviation
11.I apply for my subordinates' opinion during the decision phase.	221	4,24	,974
12.I don't hesitate transferring of authority to my subordinates when needed.	221	4,44	,788
13.My subordinates trust me.	221	4,41	,761
14.I trust my subordinates.	221	4,21	,839

**Table 5.** Descriptive statistics of attitudes toward subordinates

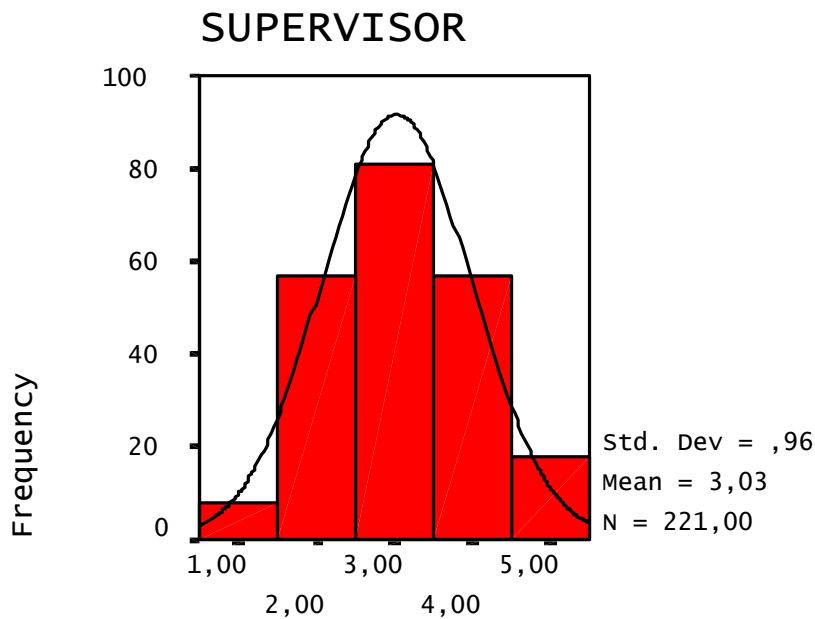
Findings can be interpreted as follows;

- As understood from the means and the standard deviations of the eleventh and the twelfth questions, officers believe the truth and the benefits of the participative management. They agree that transferring authority doesn't mean to lose the authority.

#### 3.6.1.1.2.2. Attitudes Toward Supervisors

Six statements were asked to analyze the perceptions of officers toward their supervisors. In order to make all these analysis easier, all subtitles' variables were combined into an index of 'attitudes toward supervisors'. The coefficient alpha reliability of this scale is 0.8676, which is acceptable. According to scale, higher score shows the extent to which officers are optimistic about their supervisor's behaviors and management style.

The histogram for the "attitudes toward supervisors" is presented below:



#### ATTITUDES TOWARD SUPERVISORS

**Figure 7.** The histogram of attitudes toward supervisors

Mean and standard deviation are 3,03 and 0,96 respectively. The results are quite interesting. As explained above, officers who regard relationship with their subordinates in a very good position, do not perceive relationship with their supervisors as optimistic as subordinates. Not so bad but there is an undecided sample (41%) about the perceptions to the supervisors. As can be seen above, histogram has almost exactly normal distribution. 33.6 % of the respondents agree or strongly agree with the 6 statements which is interestingly lower when compared to attitudes toward subordinates.

On the other hand, it may be perceived normal since our sample is composed of middle and lower-level officers (first lieutenant, captain, major). Upper level officers may have a different management style because Land Force Academy has changed drastically.

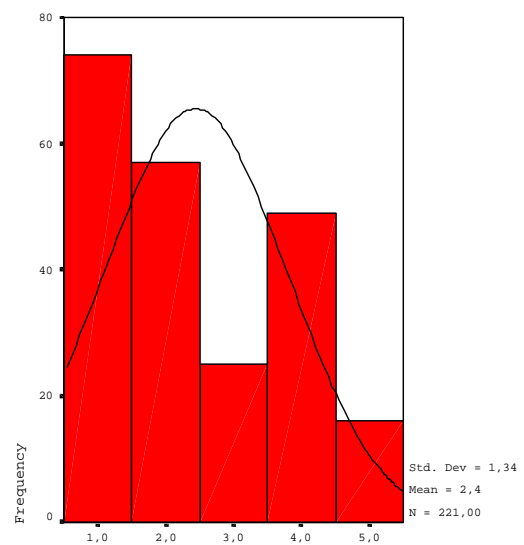
Statements and descriptive statistics are presented in Table 6;

### Descriptive Statistics

	N	Mean	Std. Deviation
15. My supervisors are open to criticism.	221	2,44	1,342
16. My supervisors are open to change.	221	2,92	1,358
17. My supervisors trust me.	221	3,99	1,014
18. My supervisors apply for their subordinates' opinions during the decision phase.	221	3,45	1,145
19. I believe my supervisors are in favor of upward appraisal.	221	2,66	1,250
20. I believe supervisors make an effort to improve their leadership behaviors related to upward appraisals.	221	2,71	1,285

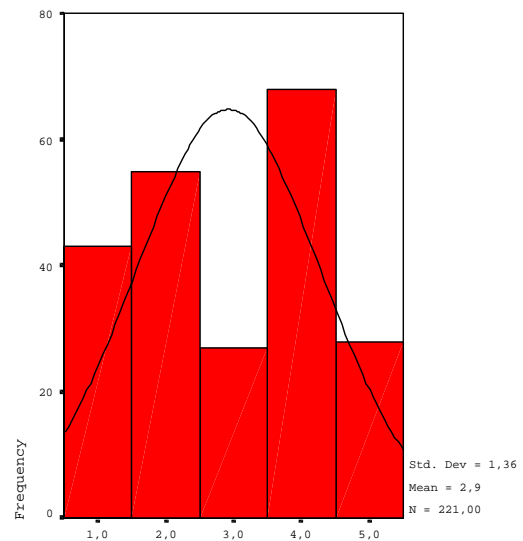
**Table 6.** Descriptive statistics of attitudes toward supervisors

15. My supervisors are open to criticism.



**Figure 8.** The histogram of attitudes toward supervisors' criticism

16. I believe my supervisors are in favor of upward appraisal.



**Figure 9.** The histogram of attitudes toward upward appraisal

As can be seen from figure 7, 61, 5 % of the respondents have a negative perception to their supervisors. Responses to the statement 16 are much better, also the mean of the statement 17 is 3, 99. It may be concluded that although supervisors are open to change and trust their subordinates, they are not pleased with being criticized. Respondents have naturally the negative perceptions of supervisors probable opinions about the upward appraisal , because of the impression that the supervisors have on subordinates. Again it may be the result of the different training system.

### 3.6.1.1.3. Perceived Competence of Raters

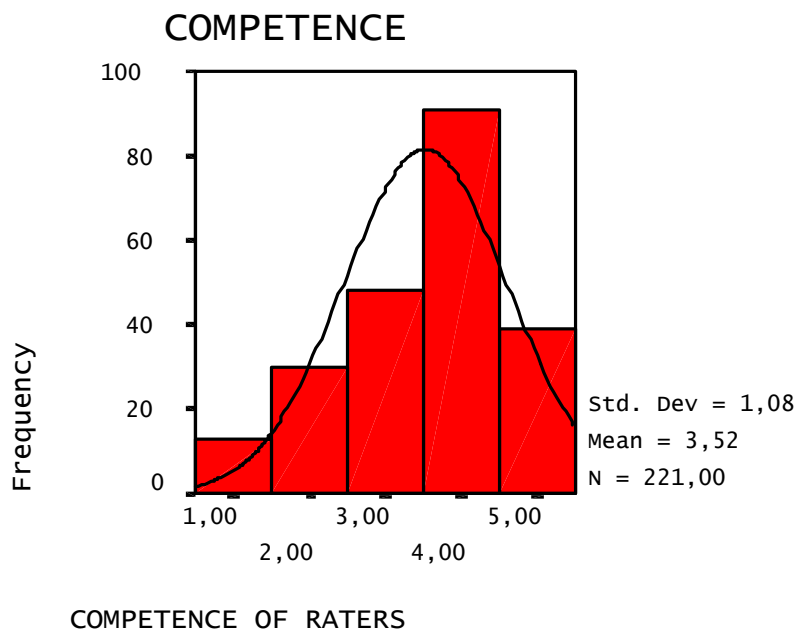
In this section, the following points, explained on page 18, are discussed;

1. The extent to which respondents believe that subordinates (raters) have the ability to rate their performance,
2. Assessment of rateses' perceptions that their subordinates have requisite skills to provide accurate ratings,

3. A worry on the part of supervisors that a perceived lack of opportunity of subordinates about observing ratees' performance.

Three statements were combined into a “perceived competence of raters index” to analyze the feelings of officers about the raters (subordinates). The coefficient alpha reliability of this scale is 0.8683, which is acceptable. According to scale, higher score shows the extent to which officers are optimistic about their subordinates' perceived ability on the part of assessment.

The histogram for the “perceived competence of raters” is presented below:



**Figure 10.** The histogram of perceived competence of raters

Mean and standard deviation are 3,52 and 1,08 respectively. They tend to agree that subordinates have the ability to evaluate their performance. This result may be very important for the organization, thinking of implementing upward appraisal (feedback) system. It's quite normal to have some worries about it, but the perceptions of raters' ability may help officers

to overcome their initial fears such as the usefulness of subordinate ratings. It may be concluded that supervisors who regard their subordinates as having the requisite skills to rate their performance accurately also may see the feedback as useful.

Statements and descriptive statistics are presented in Table 7;

<b>Descriptive Statistics</b>			
	N	Mean	Std. Deviation
21.I believe my subordinates have skills and abilities necessary to rate my performance accurately.	221	3,42	1,224
22.I believe my subordinates have the opportunity to observe my performance frequently enough to act as a competent raters.	221	3,71	1,174
23.I believe my subordinates will provide an objective appraisal.	221	3,44	1,244

**Table 7.** Descriptive statistics of perceived competence of raters

Although the responses to those three statements are seen undecided, overall, mean responses related to perceived competence of raters are generally favorable. For example , 61,1% of all respondents agree or strongly agree that subordinates have skills and abilities necessary to rate their performance accurately. Only 25,4% of respondents disagree or strongly disagree that subordinates have the opportunity to observe their performance frequently enough to act as a competent raters ( 70% agree or strongly agree with the statement).

Although there seems to be a general tendency for the respondents to have the positive and optimistic attitudes toward the perceived competence of raters, the score for the 23<sup>rd</sup> statement that is, 27% of the respondents disagree or strongly disagree for the statement, should not be overlooked and reasons should be investigated in order to make the acceptance of subordinate appraisals easier by the rates.

### **3.6.1.2. GENERAL THOUGHTS ABOUT THE APPRAISAL SYSTEMS**

This section analyses two things for determining general thoughts about appraisal systems:

1. Attitudes toward top-down appraisal,
2. Attitudes toward upward appraisal,

#### **3.6.1.2.1. Top-down Appraisal**

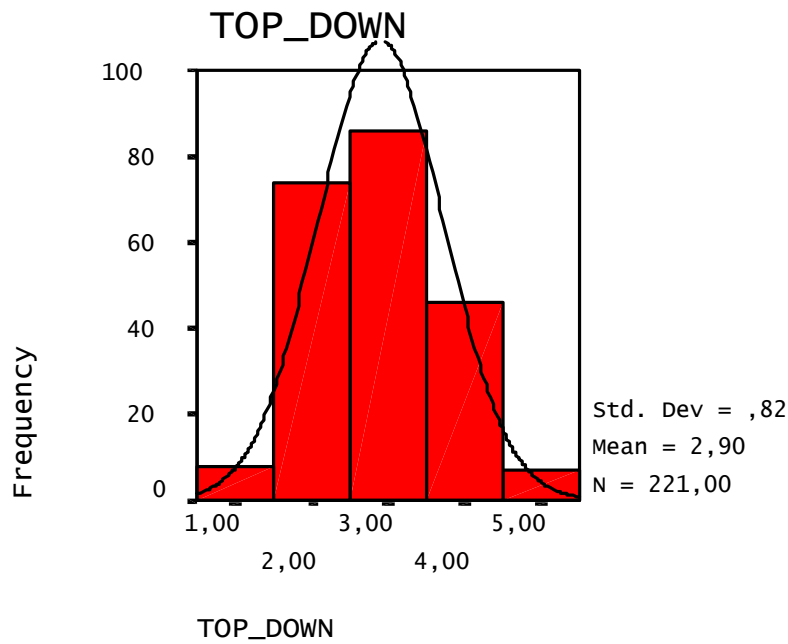
In this section, the following points are discussed;

What the comments of respondents about the current evaluation (Top-down appraisal) system, such as;

1. The effects of top-down appraisal system to the command-control relations,
2. The effects of current evaluation system to the behaviors of supervisors,
3. The extent to degree of perceived objectivity of this system.

Three statements were combined into “attitudes toward top-down appraisal” to analyze the perceptions of officers about the current evaluation system. The coefficient alpha reliability of this scale is 0.6521, which is acceptable. According to scale, higher score shows the extent to which officers are optimistic and in favor of current evaluation system. 24<sup>th</sup> statement was reversed.

The histogram for the “attitudes toward top-down appraisal” is presented below;



**Figure 11.** The histogram of attitudes toward top-down appraisal

Mean and standard deviation are 2,90 and 0,82 respectively. 44,4% of respondents are not comfortable with the top-down appraisal (current evaluation system) system. 42,7% of the officers agree or strongly agree with the statements. So the officers do not totally object to top-down appraisal system. It may be concluded that although most of the respondents do not believe the fairness, objectivity of this system, solution is not to get rid of the system but to improve with the current evaluation system. That does not mean that they will certainly support the upward appraisal but they are likely to look for a new system.

Statements and descriptive statistics are presented in Table 8;

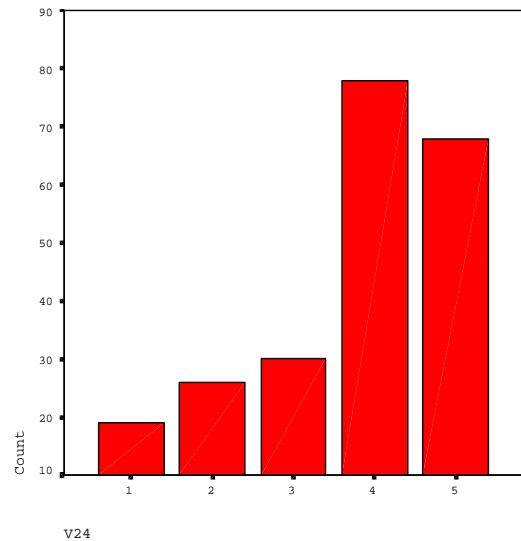


### Descriptive Statistics

	N	Mean	Std. Deviation
24.Top-down appraisal only make the supervisors more selfish and harsh during the relationships with subordinates.(reversed)	221	3,6787	1,26165
25.Top-down appraisal only provides healthier command-control relation.	221	2,54	1,412
26.I believe it's objective to use top-down appraisal only.	221	2,48	1,413

**Table 8.** Descriptive statistics of attitudes toward top-down appraisal

**24.** 66,1% of the respondents disagree or strongly disagree that top-down appraisal only, make the supervisors more selfish and harsh during the relationships with subordinates. Only 20% of officer agree or strongly agree with this statement. Although they are not pleased with top-down, on the other hand officers do not believe that it causes this kind of behaviors to the subordinates.



**Figure 12.** The histogram of attitudes toward top-down appraisal

By the statement 25, respondents are almost undecided, 56% of them agree or strongly agree with the statement. 32% of the officers believe that top-down appraisal only provides healthier command-control relation. This is large enough to think about the reasons when, decided to implement upward or 360-degree appraisal system. Nevertheless, this score may be regarded as an affirmative sign for any organization, especially for the Turkish Army for the beginning.

13,1% of respondents undecided, 56% of them disagree or strongly disagree with the 26<sup>th</sup> statement. Again, this score might be make us optimistic for the upward appraisal but it should not be overlooked.

### **3.6.1.2.2. Attitudes toward upward appraisal**

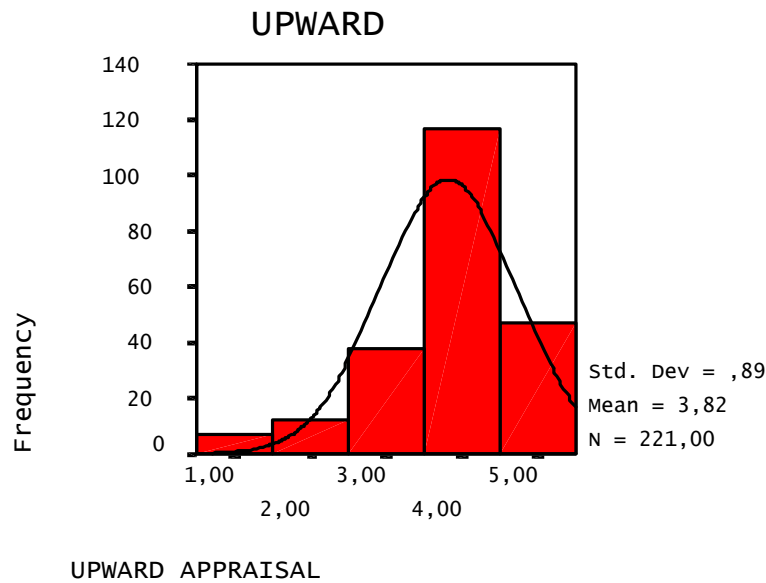
#### **3.6.1.2.2.1. Perceived benefits of upward appraisal**

What the perceived benefits of upward appraisal, such as;

1. General look to upward appraisal,
2. Objectivity of upward appraisal,
3. Contribution to leadership behaviors of respondents and their supervisors,
4. Confidentiality of upward appraisal,
5. Probable expected effects to the supervisors-subordinates relationship.

Seven statements were combined into “attitudes toward upward appraisal” to analyze the perceptions of officers about the upward appraisal feedback system. The coefficient alpha reliability of this scale is 0.8329, which is acceptable. According to scale, higher score shows the extent to which officers are optimistic and in favor of upward appraisal feedback system.

The histogram for the “attitudes toward upward appraisal” is presented below.



**Figure 13.** The histogram of attitudes toward upward appraisal

Mean and standard deviation are 3,82 and 0,89 respectively. Generally, 72% of respondents are in favor of upward appraisal system. 18,22% of the officers disagree or strongly disagree with subordinate feedback. When looked at the histogram of attitudes toward upward appraisal, what eye-catching is that, although most of the subjects have positive perception to it, 58,5% of respondents agree and only 13,5% of them strongly agree with upward feedback.

So, it may be concluded that in spite of having good feelings or perceptions to this new (at least for us) evaluation or appraisal system, there are some concerns or questions about it in the minds of respondents. Moreover, standard deviation is low, that is, officers have a general tendency to upward appraisal feedback system.

Statements and descriptive statistics are presented below;

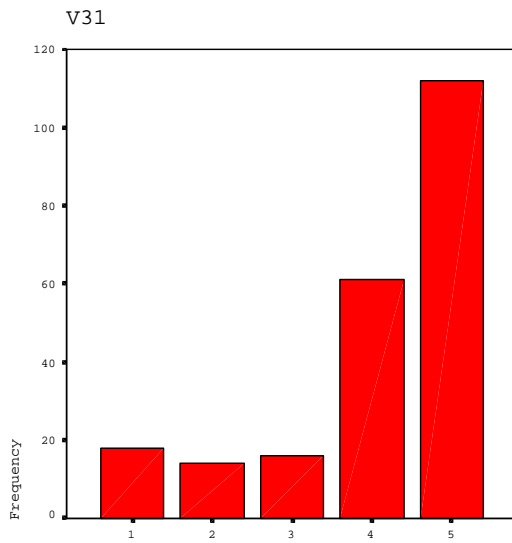
### Descriptive Statistics

	N	Mean	Std. Deviation
27.I believe upward appraisal should be used in evaluation system.	221	3,94	1,267
28.Upward appraisal feedback helps improve my leadership behavior.	221	3,93	1,191
29.I believe my appraisal feedback will be useful for my supervisor's development.	221	3,62	1,251
30.I believe upward appraisal is useful.	221	3,75	1,285
31.I believe subordinates appraisals, along with top-down appraisals, are more objective than data from only one of the sources(upward).	221	4,06	1,252
32.I believe anonymous subordinates will rate their supervisors more objectively than do identified subordinates	221	3,75	1,375
33.I believe upward appraisal will make supervisors more justice and in favor of participative management	221	3,68	1,221

**Table 9.** Descriptive statistics of attitudes toward upward appraisal

It's almost the same when compared the means of 27 to 28<sup>th</sup> statement, that is, leaders who perceive that upward appraisal feedback helps improve their leadership behavior ,are also in favor of implementing the upward feedback in the evaluation system.

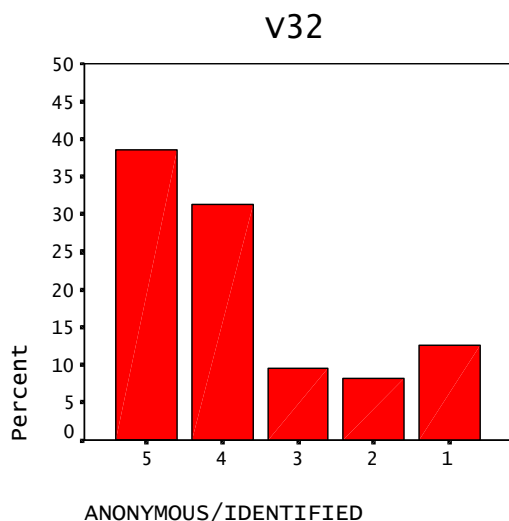
Statement 29 (I believe my appraisal feedback will be useful for my supervisor's development) has the lowest mean of attitudes toward upward appraisal index. It's quite normal and expected score since 52% of respondents-mean is 2,71- disagree or strongly disagree with the 20<sup>th</sup> statement (I believe supervisors make an effort to improve their leadership behaviors related to upward appraisals).



51% of respondents which is the highest score of the questionnaire, strongly agree and 27% of them agree with the 31<sup>st</sup> statement (I believe subordinate appraisal, along with top-down appraisals, is more objective than data from only one of the sources(upward)).

**Figure 14.** The histogram of attitudes toward upward vs. top-down appraisal

It may be concluded that upward appraisal may be more readily accepted when coupled with traditional, supervisory appraisal. As Bernardin et al.(1993) showed that in an upward feedback process, respondents are most positive toward subordinate appraisal when appraisals are simultaneously received from their supervisors and subordinates. Respondents believe that subordinate appraisal can be interpreted best when balanced with input from supervisors.



Contrary to Antonioni’s hypothesis(1994), “managers who know their subordinates must be accountable for appraisal ratings will view the upward appraisal process more positively than similar managers whose subordinate appraisal responses remain anonymous” ,almost 70% of the respondents agree or strongly agree with the 32<sup>nd</sup> statement.

**Figure 15.** The histogram of attitudes toward anonymous/identified upward appraisal

The result is very interesting and positive since although the findings which support the hypothesis, Antonioni (1994) suggested that organizations thinking of implementing upward appraisal ensure complete response anonymity and confidentiality. It's understandable that a subordinate may want their appraisal or feedback to remain anonymous. Because supervisors have more power in the working relationship than subordinates, therefore, any reprisal can be costly.

The mean of statement 33 which is 3, 68 is almost the same with the mean of 24<sup>th</sup> statement which is 3, 67 (Top-down appraisal only make the supervisors more selfish and harsh during the relationships with subordinates-no reversed). So the respondents who believe the negative effect of top-down appraisal on the behaviors' of supervisors, also tend to agree with the 33<sup>rd</sup> statement (I believe upward appraisal will make supervisors more justice and in favor of participative management).

#### **3.6.1.2.2.2. Concerns about Upward Appraisal**

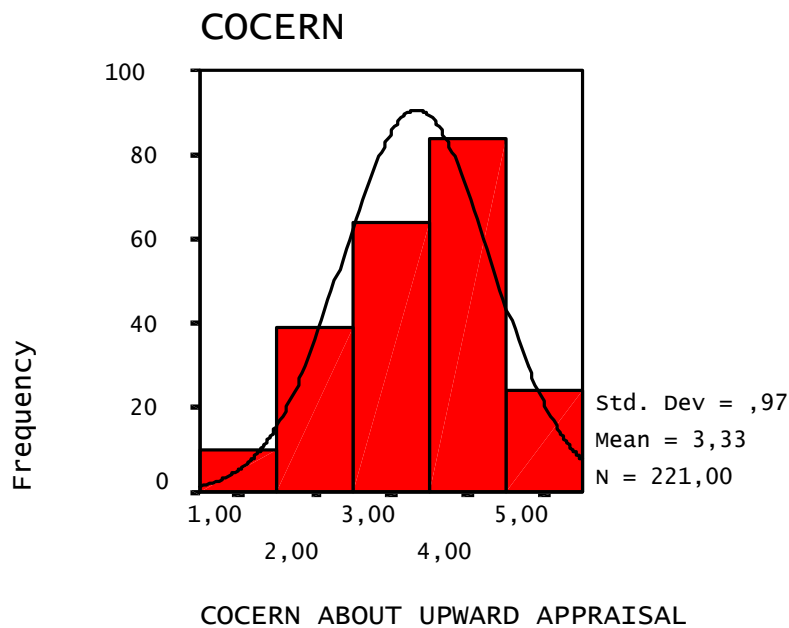
In this section, the following points are discussed;

What the worries of respondents about upward appraisal may be;

1. Perceived probability of upward appraisal considered as a chance to punish the supervisors by the raters (subordinates),
2. Supervisors' expected behavior change,
3. The effects of negative feedback results.

Five statements were combined into “concern about upward appraisal index” to analyze the perceptions of officers about the probable shortcomings of upward appraisal feedback system. The coefficient alpha reliability of this scale is 0.7848, which is acceptable. According to scale, higher score shows the extent to which officers are pessimistic and in favor of probable disadvantages of upward appraisal feedback system.

The histogram for the “Concern about upward appraisal” is presented below.



**Figure 16.** The histogram of concern about upward appraisal

Mean and standard deviation are 3,33 and 0,97 respectively. Generally, 57,4% of respondents (38% of them agree and only 19% of them strongly agree that should not be overlooked) have some concern about the upward appraisal system. On the other hand, 20,1% of them are undecided and 22,5% of the officers disagree or strongly disagree with these probable concern that might arise during the implementation phase of subordinate feedback.

According to Bernardin (1993), Supervisors who have not received subordinate appraisal yet perceive greater concern than supervisors who receive appraisals from

supervisors as well as subordinates. So it may be concluded that, in spite of not having any upward appraisal together with top-down, respondents' perception of concern about subordinate feedback is quite normal and supportive.

Statements and descriptive statistics are presented in Table 10;

<b>Descriptive Statistics</b>			
	N	Mean	Std. Deviation
34.I believe subordinates will use the upward appraisal process as a means of intentional retribution toward supervisors.	221	3,29	1,270
35.I believe subordinates will provide feedback on issues most relevant to themselves.	221	3,46	1,291
36.I believe my authority will be undermined by subordinate appraisal.	221	2,97	1,475
37.I believe subordinate appraisal makes supervisors focus on pleasing subordinates while ignoring other duties.	221	3,39	1,353
38.I believe supervisors, evaluated negatively, will behave unfairly to the subordinates(raters).	221	3,54	1,215

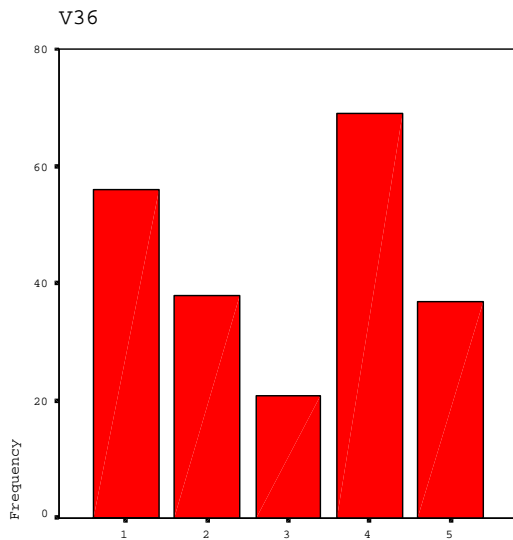
**Table 10.** Descriptive statistics of concern about upward appraisal

Discipline is believed as the foundation of Turkish Army, so it may be said that the perceptions of respondents (officers) to 36<sup>th</sup> statement (I believe my authority will be undermined by subordinate appraisal) are vitally important to decide whether the Army is ready or not for upward appraisal consequently 360-degree feedback system.



V36

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	37	16,7	16,7	16,7
	4	69	31,2	31,2	48,0
	3	21	9,5	9,5	57,5
	2	38	17,2	17,2	74,7
	1	56	25,3	25,3	100,0
Total		221	100,0	100,0	



**Figure 17.** Concern about authority

36th statement has the lowest mean of table 10 which is 2,97. 57,5% of the respondents completely disagree, disagree or undecided with the statement, so it can not be concluded that supervisors have a perception of concern about the undermining of their authority because of upward appraisal.

Again, officers (lieutenant, captain, major) have negative attitudes toward their supervisors. 64% of respondents agree or strongly agree with the statement (I believe supervisors, evaluated negatively, will behave unfairly to the subordinates (raters)). But, in general none of the fifth statement which is related to concern about upward appraisal has overwhelming majority.

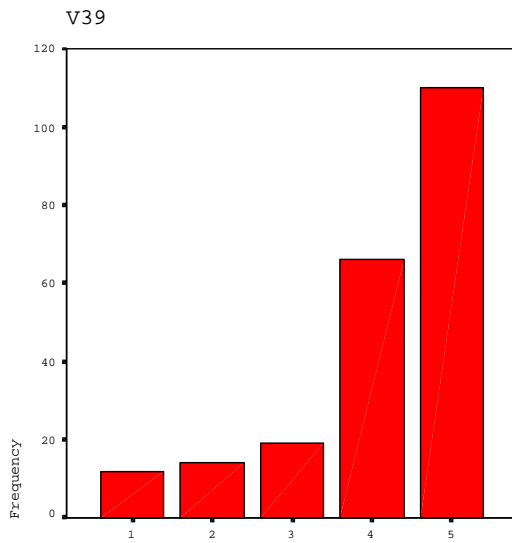
### 3.6.1.2.3. Clarity of Purpose

In this part two statements are analyzed separately;

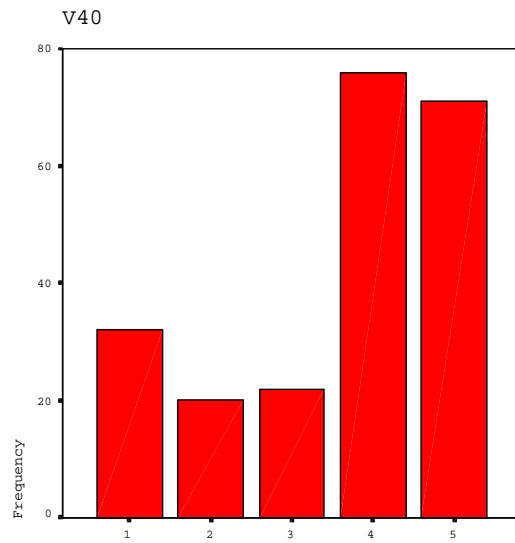
#### Descriptive Statistics

	N	Mean	Std. Deviation
39. Rather than administrative purposes, upward appraisal should be used for developmental purposes.	221	4,12	1,148
40. Upward appraisal should be used for administrative purposes(promotions, grade).	221	3,61	1,393

**Table 11.** Descriptive statistics of clarity of purpose



**Figure 18.** Upward appraisal for developmental purposes



**Figure 19.** Upward appraisal for administrative purposes

80% the respondents agree or strongly agree that upward feedback should be used for developmental purposes. On the other hand 11% of officers disagree or strongly disagree with the statement. It does not mean that they believe the upward appraisal should be used for administrative purposes. This group probably, totally objects to subordinate feedback. It may

be concluded that officers find upward feedback more credible, more valuable and easier to accept and provide when used for developmentally rather than for administrative purposes.

But according to statement 40, mean is 3, 61, to use upward appraisals for administrative purposes is also acceptable. 66,5% of respondents agree or completely agree with the 41st statement (Upward appraisal should be used for administrative purposes(promotion, grade)). So it may be concluded that 14% of respondents who are supportive of upward appraisal system, believe that subordinate feedback should be used for only developmental purposes, the remains (66%) are in favor of both of the purposes of upward appraisal.

It may be advisable for upward appraisals to have a developmental purposes when first implemented. The objective should be only to provide supervisors with feedback that may help them improve their leadership behaviors.

### **3.6.2. NON COMMISSIONED OFFICERS' RESPONSES**

#### **3.6.2.1. THE PERCEPTION OF ORGANIZATIONAL CULTURE**

The following points are analyzed in this section;

1. The attitudes, expressed by noncommissioned officers, toward the organization and units;
2. The perceptions of noncommissioned officers toward supervisors' leadership style and power distribution;
3. Perceived competence of raters (subordinates).

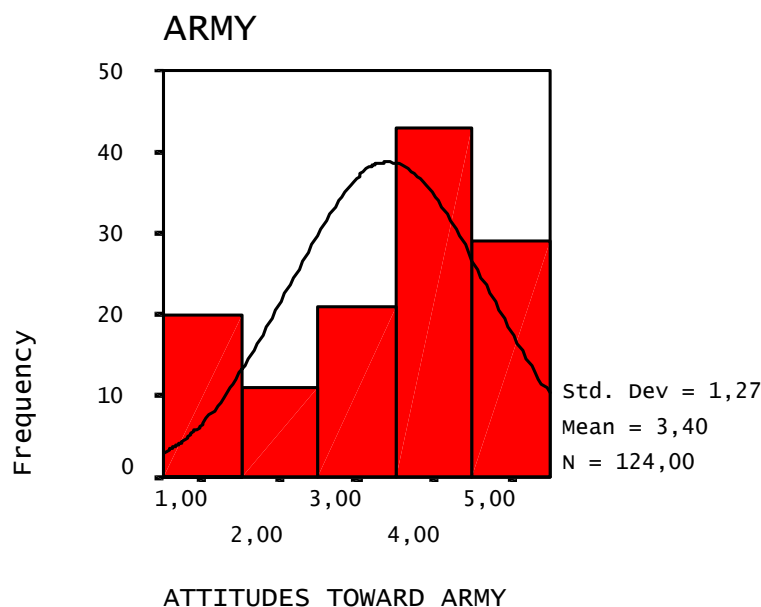
### 3.6.2.1.1. Organizational Support

The perceptions of organizational support are discussed in two parts. In the first part, three statements are asked to analyze the attitudes of noncommissioned officers toward the Army, and in the second part 7 statements are asked for answering to explain the attitudes toward the unit or working environment.

#### 3.6.2.1.1.1. Attitudes Toward The Army

Three statements which were related to the Army's current position were asked to analyze the attitudes of noncommissioned officers toward the organization. In order to make the analysis easier, three items were combined into an index. Internal consistency is also acceptable with Cronbach's alphas, that is 0,8099. Participants were asked to indicate on a five -point scale, ranging from 1 (strongly disagree) to 5 (strongly agree), the extent to which they agree with each of three statements, designed to assess the degree of their perceived organizational support to the Army.

The histogram of the "attitudes toward the organization" is shown below:



**Figure 20.** The histogram of concern about upward appraisal

As can be seen from the mean (3,40) which is, however, slightly lower than the officers' attitudes toward the organization(3,54), noncommissioned officers are generally comfortable with the Army's current position. 60,7 % of the respondents agree or strongly agree and 30,7% of them disagree or strongly disagree with 3 statements. It may be concluded that although the majority of NCO's has positive attitudes toward the Army, 30,7% is not small enough to be overlooked.

Detailed statistics and comments are presented in Table12;

**Descriptive Statistics**

	N	Mean	Std. Deviation
1.I believe the positive changes in the Army.	124	3,40	1,508
2.I believe I'm valued and cared about by the Army.	124	3,54	1,553
3.I believe the Army tries to extend itself in order to help me perform to the best of my ability.	124	3,26	1,402

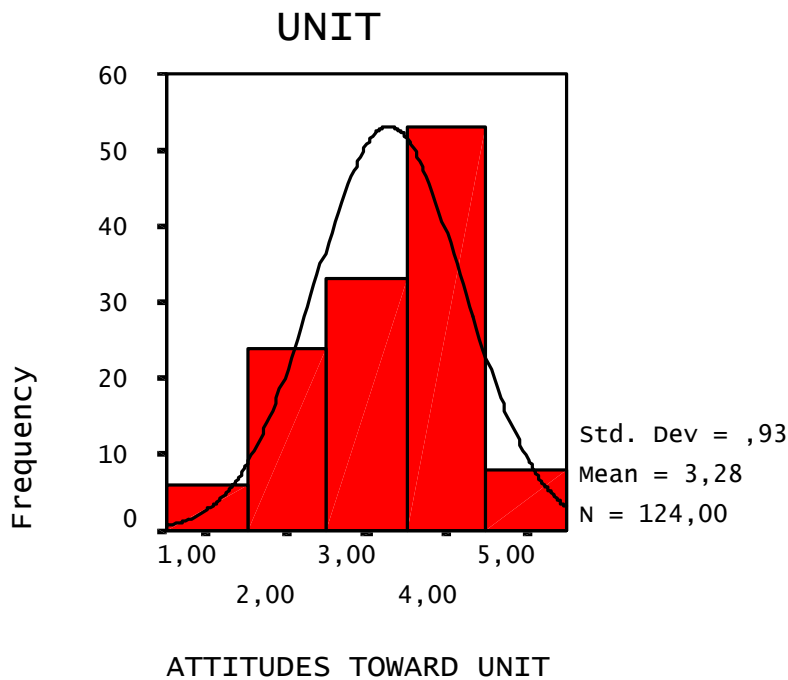
**Table 12.** Descriptive statistics of attitudes toward the organization

Although officers generally have more positive score than noncommissioned officers, NCO's mean of second statement (I believe I'm valued and cared about by the Army),is higher than the mean of officers.

### 3.6.2.1.1.2. Attitudes Toward the Unit

Noncommissioned officers were asked for answering 7 statements to investigate the perceived working environment ,honesty and goodwill in the unit and inter-units. These statements were combined to form an overall assessment of ‘attitudes toward the unit’. The coefficient alpha reliability of this scale is 0.8187, which is acceptable. The higher the numbers the more perceived satisfactoriness for the working environment, honesty and goodwill.

The histogram for the “attitudes toward the unit” is presented below:



**Figure 21.** The histogram of attitudes toward the unit

Mean and standard deviation are 3,28 and 0,93 respectively. 56 % of the respondents agree or strongly agree and 33% of them disagree or strongly disagree with the 7 statements. Officers have greater perception of working environment than noncommissioned officers (75% of officers agree or strongly agree with index of attitudes toward the unit). Contrary to

explained above, NCO's are not like as the their supervisors' perceptions of subordinates about working environment and relationship. Since officers have a perception that their subordinates are also comfortable with their units and friendship.

Statements and descriptive statistics are presented in Table 13;

<b>Descriptive Statistics</b>			
	N	Mean	Std. Deviation
4.Mutual support and coordination are at the top in my unit.	124	3,20	1,319
5.Mutual support and coordination are at the top in inter-sections.	124	3,19	1,327
6.Subordinates do not hesitate explaining their opinions explicitly.	124	2,87	1,420
7.I am pleased with the unit that I work.	124	3,36	1,489
8.Honesty and goodwill are at the top among the personnel in unit.	124	3,61	1,317
9.Non of personnel gives importance to gossip and rumor.	124	3,15	1,401
10.Supervisors trust their unit they work.	124	3,56	1,099

**Table 13.** Descriptive statistics of attitudes toward the unit

As understood from the means, there is an important difference between the perceptions of two samples (officers and noncommissioned officers, mean of 3,83, 2,87 respectively) related to sixth statement (Subordinates do not hesitate explaining their opinions explicitly). 48% of NCO disagree or strongly disagree with the statement.

On the other hand, it may be concluded by looking at the results of the statement 7 (I am pleased with the unit that I work) and 8 (Honesty and goodwill are at the top among the personnel in unit) with a mean of 3,36, 3,61 respectively that the majority of

noncommissioned officers have affirmative perceptions to working environment and relationships. Also NCO's have affirmative attitudes toward their supervisors perceived trust to their units (Related item number 10).

#### **3.6.2.1.2. The Perception of Trust**

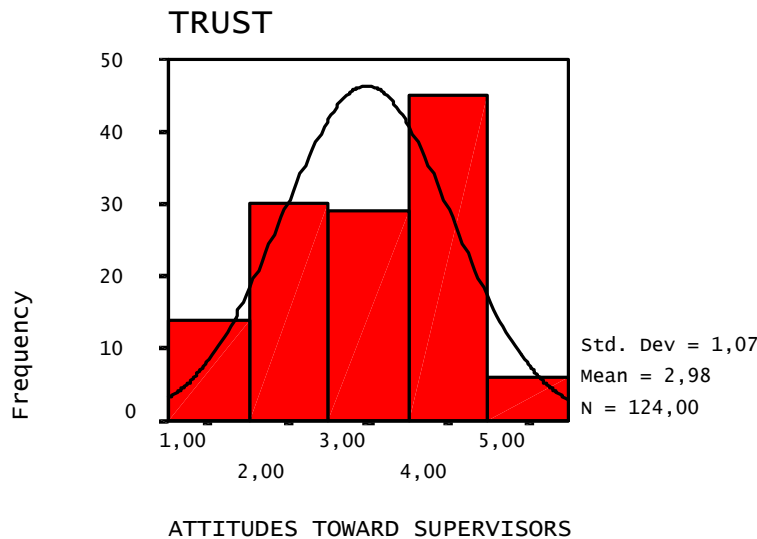
In this section the following points are discussed to analyze the attitudes toward supervisors;

1. Perceived management style,
2. The level of trust to supervisors,
3. Respondents' perceptions to their supervisors' attitudes,
4. Perceived expected reactions of supervisors to upward appraisal,
5. Perceived trust of supervisors,
6. General perceptions of supervisors,

Eight statements were asked to analyze the attitudes of noncommissioned officers toward their supervisors. In order to make all these analysis easier, these eight statements were combined into an index of 'attitudes toward supervisors'. The coefficient alpha reliability of this scale is 0.8940, which is acceptable. According to scale, higher score shows the extent to which noncommissioned officers are optimistic about their supervisor's behaviors and management style.

The histogram for the "attitudes toward supervisors" is presented below;





**Figure 22.** The histogram of attitudes toward supervisors

Mean and standard deviation are 2,97 and 1,07 respectively. The results are quite interesting. The perceptions of officers and noncommissioned officers' means to their supervisors are more or less the same (3,03, 2,98 respectively). 45.2% of them disagree or strongly disagree with the statements.

Statements, comments and descriptive statistics are presented in Table 14 below;

### Descriptive Statistics

	N	Mean	Std. Deviation
11.Supervisors apply for their subordinates' opinion during the decision phase.	124	3,15	1,430
12.Supervisors do not hesitate transferring of authority to their subordinates when needed.	124	3,40	1,349
13.Subordinates trust their supervisors.	124	3,53	1,246
14.Supervisors trust their subordinates.	124	3,11	1,326
15.I believe my supervisors are in favor of upward appraisal.	124	2,40	1,453
16.My supervisors are open to criticism.	124	2,69	1,510
17.My supervisors are open to change.	124	3,04	1,579
18.I believe supervisors make an effort to improve their leadership behaviors related to upward appraisals.	124	2,50	1,340

**Table 14.** Descriptive statistics of attitudes toward supervisors

When looked only at the mean of attitudes toward supervisors, or the result of 15<sup>th</sup> statement (56,4 of respondents disagree or strongly disagree), there seems to be a negative perceptions to the supervisors, but some statements which are directly related to the sense of trust and management style , explicitly show that, it is not the case in real.

For example, 64,5% of respondents agree or strongly agree with the 14th statement (Subordinates trust their supervisors), or %62,1 of them agree or strongly agree with the 12th statement (Supervisors do not hesitate transferring of authority to their subordinates when needed). Also officers' answers to 17th statement (mean is 3,99) support the NCO's results that, although there are some negative attitudes toward supervisors, sense of trust and management style might be a supportive sign for the organizations thinking of implementing upward feedback system.

#### **3.6.2.1.3. Perceived Competence of Raters**

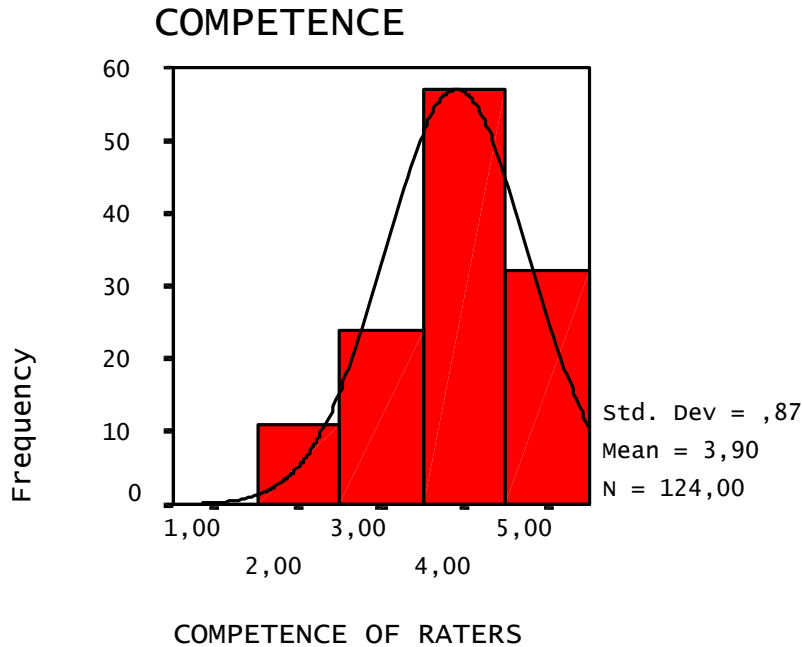
In this section the following points are discussed;

1. The noncommissioned officers belief about whether or not they have the ability to rate their performance,
2. Assessment of raters' perceptions that they have requisite skills to provide accurate ratings,
3. Whether or not, there is a perceived lack of opportunity of subordinates about observing ratees' performance.

Three statements were combined into a "perceived competence of raters index" to analyze the perceptions of noncommissioned officers about the raters (subordinates) or themselves. The coefficient alpha reliability of this scale is 0.89433, which is acceptable.

According to scale, higher score shows the extent to which respondents are optimistic about raters' perceived ability in terms of appraisal.

The histogram for the "perceived competence of raters" is presented below.



**Figure 23.** The histogram of perceived competence of raters

Mean and standard deviation are 3,90 and 0,87 respectively. Its again one of the interesting results, because of sense of self-criticizing, it might be expected higher score than what was observed. If there was a big difference between the two means (officers and noncommissioned officers means to the same statements, 3,52, 3,90 respectively), NCOs answers to these statements might be disregarded. But both sample have greater perceived competence of raters at least for the beginning.

Statements and descriptive statistics are presented in Table 15:

**Descriptive Statistics**

	N	Mean	Std. Deviation
19.I believe subordinates have skills and abilities necessary to rate their supervisor's performance accurately.	124	3,65	1,250
20.I believe subordinates have the opportunity to observe supervisor's performance frequently enough to act as a competent raters.	124	4,10	,978
21.I believe subordinates will provide an objective appraisal.	124	3,94	1,077

**Table 15.** Descriptive statistics of perceived competence of raters

Both sample ( officers and NCO) gave the highest score to the same statement (I believe subordinates have the opportunity to observe (my) or supervisor’s performance frequently enough to act as a competent raters). It may be concluded that there is a certain agreement about this statement between the two subjects.

**3.6.2.2. General Thoughts about the Appraisal Systems**

**3.6.2.2.1. Top-down Appraisal**

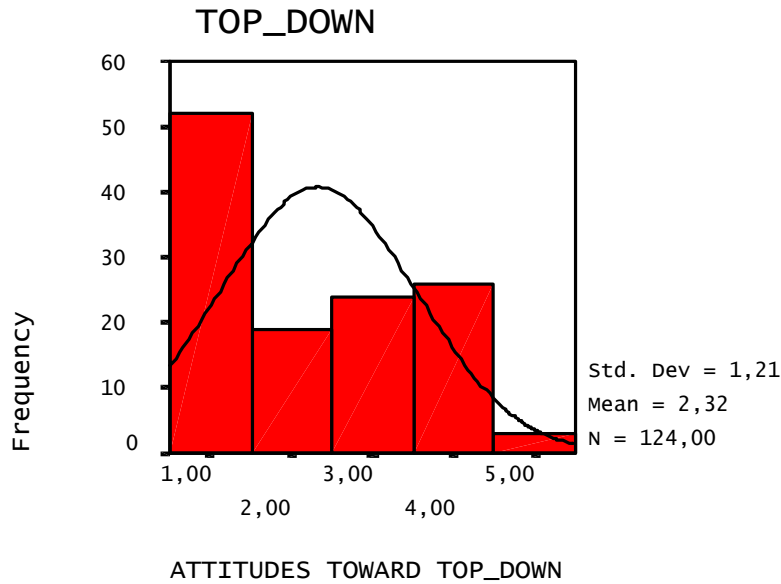
In this section the following points are discussed;

1. The effects of top-down appraisal system to the command-control relations,
2. Perceived effects of current evaluation system to the behaviors of supervisors,
3. The degree of perceived objectivity of this system.

Three statements were combined into “attitudes toward top-down appraisal” to analyze the perceptions of noncommissioned officers about the current evaluation system. The coefficient alpha reliability of this scale is 0.7677, which is acceptable. According to scale,

higher score shows the extent to which NCO's are optimistic and in favor of current evaluation(downward feedback) system. 22<sup>nd</sup> statement was reversed.

The histogram for the “attitudes toward top-down appraisal” is presented below.



**Figure 24.** The histogram of attitudes toward top-down appraisal

Mean and standard deviation are 2,32 and 1,21 respectively. 62,9% of respondents are not comfortable with the top-down appraisal (current evaluation system) system. Its higher when compared to officers' score (mean of officers is 2,90). Its quite normal since noncommissioned officers do not have any authority on current evaluation system.

Statements and descriptive statistics are presented in Table 16;

### Descriptive Statistics

	N	Mean	Std. Deviation
22.Top-down appraisal only make the supervisors more selfish and harsh during the relationships with subordinates.	124	3,94	1,357
23.Top-down appraisal provides healthier command-control relation.	124	2,42	1,493
24.I believe it's objective to use only top-down appraisal.	124	2,49	1,543

**Table 16.** Descriptive statistics of attitudes toward top-down appraisal

74,2% of the noncommissioned officers agree or strongly agree with the 22<sup>nd</sup> statement (Top-down appraisal only make the supervisors more selfish and harsh during the relationships with subordinates). Its exactly opposite of what the perceptions of officers to this statement. As explained above, although not supporting top-down evaluation system, officers do not believe that top-down appraisal makes the supervisors more selfish and harsh during the relationships with subordinates. This big difference between the perceptions should be thought carefully by the officers.

#### **3.6.2.2.2. Upward Appraisal**

##### **3.6.2.2.2.1. Attitudes Toward Upward Appraisal**

In this section the following points are discussed;

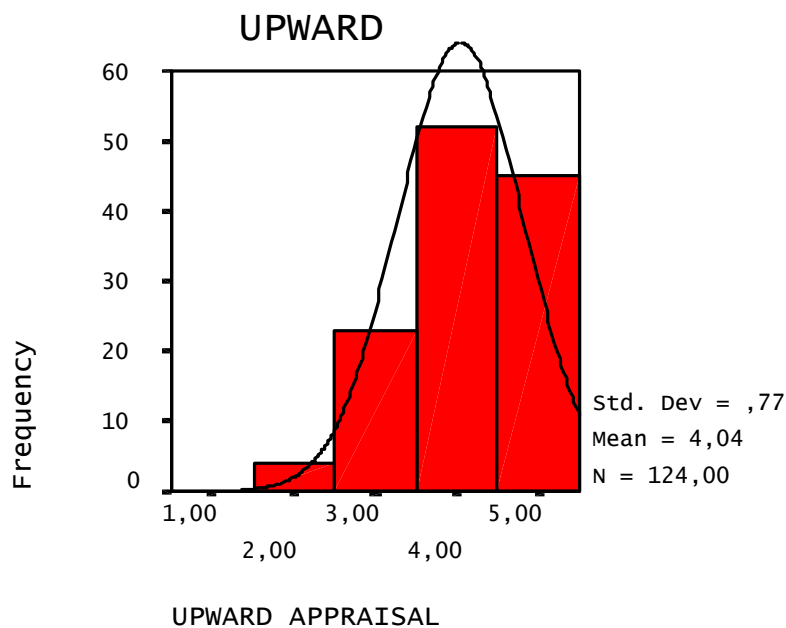
What the perceived benefits of upward appraisal, such as;

1. General look to upward appraisal,
2. Objectivity of upward appraisal,
3. Contribution to leadership behaviors of their supervisors,

4. Confidentiality of upward appraisal,
5. Probable expected effects to the supervisors-subordinates relationship.

Six statements were combined into “attitudes toward upward appraisal” to analyze the perceptions of noncommissioned officers about the upward appraisal feedback system. The coefficient alpha reliability of this scale is 0.6578, which is acceptable. According to scale, higher score shows the extent to which NCOs are optimistic and in favor of upward appraisal feedback system.

The histogram for the “attitudes toward upward appraisal” is presented below.



**Figure 25.** The histogram of attitudes toward upward appraisal

Mean and standard deviation are 4,04 and 0,77 respectively. Generally, 77% of respondents agree or strongly agree with the statements. 14,1% of them disagree or strongly disagree with subordinate feedback. Its slightly higher than the officers' score (mean is 3,82). It may be concluded that both sample (officers and noncommissioned officers) agree

that they are in favor of upward feedback. As explained above, greater perceptions of NCO's to the upward feedback are quite normal and expected result, but officers' positive reactions- at least as NCO- to subordinate appraisal are very important from the point of showing the level of officers' self-trust.

Statements and descriptive statistics are presented in Table 17;

<b>Descriptive Statistics</b>			
	N	Mean	Std. Deviation
25.I believe upward appraisal should be used in evaluation system.	124	4,15	1,112
26.I believe my appraisal feedback will be useful for my supervisor's development.	124	4,00	1,243
27.Upward appraisal feedback helps improve supervisors' leadership behavior	124	4,15	1,124
28.I believe anonymous subordinates will rate their supervisors more objectively than do identified subordinates	124	3,85	1,432
29.I believe upward appraisal will make supervisors more justice and in favor of participative management	124	3,88	1,365
30.I believe subordinates appraisals, along with top-down appraisals, are more objective than data from only one of the sources(upward).	124	4,21	1,308

**Table 17.** Descriptive statistics of attitudes toward upward appraisal

When looked at 25<sup>th</sup> ,30<sup>th</sup> statements of noncommissioned officers and 27<sup>th</sup> ,31<sup>st</sup> statements of officers' means, it may be concluded that both sample believe that subordinates appraisals, along with top-down appraisals, are more objective than data from only one of the sources (upward).



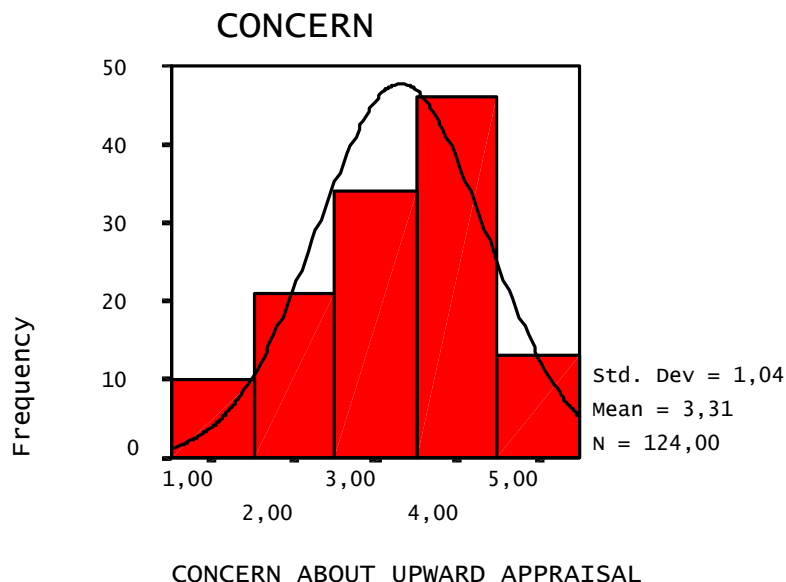
### 3.6.2.2.2. Concerns About Upward Appraisal

In this section the following points are discussed;

1. Perceived probability of upward appraisal considered as a chance to punish the supervisors by the raters(subordinates),
2. Supervisors' expected behavior change,
3. The effects of negative feedback results.

Five statements were combined into "concerns about upward appraisal index" to analyze the perceptions of noncommissioned officers about the probable shortcomings of upward appraisal feedback system. The coefficient alpha reliability of this scale is 0.7749, which is acceptable. According to scale, higher score shows the extent to which NCOs are pessimistic and in favor of probable disadvantages of upward appraisal feedback system.

The histogram for the "Concerns about upward appraisal" is presented below.



**Figure 26.** The histogram of concern about upward appraisal

Mean and standard deviation are 3,31 and 1,04 respectively. 55,46% of respondents have some concerns about the upward appraisal system. 30,3% of the noncommissioned officers disagree or strongly disagree with these probable concerns that might arise during the implementation phase of subordinate appraisal.

Statements and descriptive statistics are presented in Table 17:

<b>Descriptive Statistics</b>			
	N	Mean	Std. Deviation
31.I believe subordinates will use the upward appraisal process as a means of intentional retribution toward supervisors.	124	3,07	1,488
32.I believe subordinates will provide feedback on issues most relevant to themselves.	124	3,41	1,350
33.I believe supervisors' authority will be undermined by subordinate appraisal.	124	3,14	1,553
34.I believe subordinate appraisal makes supervisors focus on pleasing subordinates while ignoring other duties.	124	3,28	1,383
35.I believe supervisors, evaluated negatively, will behave unfairly to the subordinates(raters).	124	3,65	1,350

**Table 18.** Descriptive statistics of concern about upward appraisal

As explained above, majority of the officers do not believe that their authority will be undermined by subordinate appraisal. On the contrary, 53,2 of the noncommissioned officers agree or strongly agree with the 33<sup>rd</sup> statement(I believe supervisors' authority will be undermined by subordinate appraisal).

Not only the NCO (64,5% of them) but also the officers (64,3 of them) have some concerns about reprisal if they give negative feedback. Moreover majority of two samples (69,7 of officers and 74,2 of noncommissioned officers) believe that subordinates who rate their supervisor anonymously will give more accurate feedback than subordinates who are

held accountable for the ratings they give their supervisors. So accountability may make raters more susceptible to their perceptions of others' feelings and may distort rater's evaluation.

It may be concluded that although the NCOs support the upward appraisal, they give importance to command-control relationship and have worry about probable shortcomings of discipline because of subordinate feedback.

### 3.6.2.2.3. Clarity of Purpose

In this part two statements are analyzed separately,

<b>Descriptive Statistics</b>			
	N	Mean	Std. Deviation
36. Rather than administrative purposes, upward appraisal should be used for developmental purposes.	124	3,97	1,300
37. Upward appraisal should be used for administrative purposes (promotions, grade).	124	3,81	1,245

**Table 19.** Descriptive statistics of clarity of purpose

Not like the officers' attitudes toward the two statement (80% the respondents agree or strongly agree that upward feedback should be used for developmental purposes and 66,5% of respondents agree or completely agree that upward appraisal should be used for administrative purposes (promotion, grade), noncommissioned officers' score of 36<sup>th</sup> and 37<sup>th</sup> statements are not much difference. It may be concluded that since the assessment results do not directly effect the NCOs, they gave almost same reactions to these two statements.

### **3.7. RESULTS OF HYPOTHESIS**

Correlational analyses were used to test the hypotheses. Attitudes toward upward appraisal system are the main focus of this study. Appendices B present the intercorrelations among the variables.

#### **3.7.1. ORGANIZATIONAL SUPPORT**

Hypothesis 1a, 1b examines the relationship between perceived organizational support (for the Army and the unit) and upward appraisal system attitudes. It was hypothesized that Supervisors' and NCO's perceptions of organizational support would be positively related to their acceptance of feedback and belief that upward appraisal is useful. Respondents who believe that the organization ( Army & unit ) shows concern for them and their development (high perceived organizational support) will be more likely to believe the organization has positive intentions and motivations toward them and will therefore be more likely to trust the intentions of implementing upward appraisal system. Thus, supervisors who have higher perceptions of organizational support may be more likely to view the feedback as accurate because they are more likely to trust the intentions and therefore credibility of the process. In addition to this, NCO's who have higher perceptions of organizational support may be more likely to provide feedback as accurate because they are more likely to trust the intentions and therefore credibility of the process. Moreover, if respondents perceive that the organization is concerned about their development and is taking into account their best interests (high perceived organizational support), they may be more likely to see the upward feedback as useful because they believe the organization will provide them with resources to support their development.

Results support partially this contention (Paul E. Levy, 1997). Perceived organizational support, in terms of units is significantly correlated with attitudes toward the upward appraisal

system (  $r=0.363$ ,  $p<0.01$ ). Hypothesis 1a is supported. On the other hand, perceived organizational support, in terms of the Army, is not significantly related to upward feedback system attitudes ( $r= 0.093$ ). Hypothesis 1a is not supported.

Hypothesis 1b is not supported. However much lower, perceived organizational support both for the Army and for the unit is negatively correlated with attitudes toward the upward appraisal system (  $r=-0.79$ ,  $r=-0,069$  respectively  $p<0.01$ ).

### **3.7.2. PERCEIVED COMPETENCE OF RATERS**

Hypothesis 2 examines the relationship between perceived rater ability and attitudes toward upward appraisal system. It was hypothesized that Supervisors' and NCO's perceptions of rater's ability would be positively related to their acceptance of feedback and belief that upward appraisal is useful.

Based on previous research Barclay and Harland (1995), establishing source credibility as an important predictor of feedback reactions, it was predicted that supervisors who believe that a rating source has the ability to rate their performance accurately would be more likely to accept the feedback and find the feedback is useful.

Results provide evidence to support this condition. Officers' and NCO's perceived competence of raters is significantly related to upward appraisal feedback system attitudes ( $r=0.425$ ,  $r=0.375$  respectively  $p=0.01$ ). Thus, Hypothesis 2a and 2b are supported.

### **3.7.3. PERCEPTIONS OF TRUST**

Hypothesis 3a and 3b suggested that respondents' perceptions of trust toward their supervisors and subordinates would be positively related to appraisees' and appraisers' attitudes toward upward appraisal system. Results support the Hypothesis 3a. Officers' perceptions of trust toward their supervisors and subordinates are significantly related to attitudes toward upward appraisal system ( $r=0.363$  –between subordinates-,  $r=0.308$ —supervisors-). Hypothesis 3a is supported. Thus the more the organizational culture or environment encourages perception of trust, the more favorable officers' attitudes toward upward appraisal system.

On the other hand results do not support the Hypothesis 3b. Noncommissioned officers' perceptions of trust toward their supervisors are not correlated with the attitudes toward upward appraisal system ( $r=0.021$ ,  $p=0.01$ ).

### **3.7.4. APPRAISAL SYSTEM SATISFACTION**

Hypothesis 4 analyzes the relationship between current evaluation system satisfaction level and attitudes toward upward appraisal. It was hypothesized that a high degree of satisfaction with one's current, traditional appraisal system would be negatively related to attitudes toward upward appraisal system.

Result supports that appraisal system satisfaction is negatively correlated with preferences for upward feedback system. On the other hand, tendency of officers and NCO's who are not pleased with current evaluation system, to have positive attitudes toward upward appraisal is not significantly related to subordinate feedback system attitudes ( $r= -0.185$ ,  $r=-0.197$  respectively).

It is interesting that noncommissioned officers' very positive attitudes toward upward appraisal system are not significantly correlated with any of the 4 factors. So it may be included that subjects only in the role of appraiser are more likely to favor upward appraisal to a great extent than personnel in the role of appraisee.

## **CHAPTER IV**

### **4. CONCLUSIONS AND RECOMMENDATIONS**

#### **4.1. CONCLUSIONS AND IMPLICATIONS**

The acceptability factors should not be overlooked before deciding to implement 360-degree feedback or upward appraisal systems. Especially when compared to traditional, top-down appraisal, acceptability gains more importance for 360 degree appraisals. Acceptability is desirable but not absolutely important for implementing traditional appraisal-top-down system. This system is considered the norm, and so supervisors and subordinates tend to go through the motions, even if the system is not viewed very favorably.

On the other hand, 360 degree appraisal system or upward appraisal is still relatively new and potentially threatening, and an understanding of acceptability takes on even more importance since resistance to change is likely to be strong (David A. Waldman & David E. Bowen 1998) Since if the supervisors or subordinates do not accept the process, there simply will be no 360-degree appraisals. Because of this, managers should consider success factors carefully as they decide to implement 360-degree appraisal or upward appraisal if they hope to realize the many positive returns that can come from these new appraisal systems.



This thesis tries to investigate the general attitudes toward cultural environment, upward and top-down appraisals and how various factors might effect perceptions of officers and NCOs toward upward feedback system. The most important practical implications of this study are presented below:

- a.** Generally, both officers and noncommissioned officers support the use of upward appraisal as one source of feedback for supervisors. Officers are in favor of upward feedback as a useful source of data, especially when used for developmental purposes.
- b.** Officers and NCOs are uncomfortable with current evaluation (top-down) system. As analyzed in hypothesis 4, relationship between current evaluation system satisfaction level and attitudes toward upward appraisal is negatively correlated. More or less individuals who are supportive of upward appraisal are against the traditional appraisal system. But these relationship is not significantly correlated.
- c.** Organizations should assess the degree of cynicism or organizational support before implementing upward appraisal or 360-degree feedback system, especially in the units. Since results show that there is a strong relationship between perception of working environment (unit) and attitudes toward upward appraisal. That is if cynicism is high, upward appraisal may not be practical until cynicism is reduced.

Results support that, officers' perceptions of trust toward their supervisors and subordinates are significantly correlated with attitudes toward upward appraisal system. Thus the more the organizational culture or environment encourages perception of trust, the more favorable officers' attitudes toward upward appraisal system. On the other hand, the Noncommissioned officers' perceptions of trust toward their supervisors are not correlated with the attitudes toward upward appraisal system. This result is quite

normal since NCOs are more likely to perceive upward appraisal as an opportunity to identify themselves and to participate in the decision phase indirectly. So the attitudes toward upward appraisal may be independent from the perception of trust.

- d. Supervisors who believe that a rating source has the ability to rate their performance accurately are more likely to accept the feedback and find the feedback is useful. Officers' and NCOs' perceived competence of raters is significantly related to upward appraisal feedback system attitudes.
- e. However much officers are in favor of upward appraisal, they have some concerns that should be taken into account. Moreover officers have an important concern such that they believe that negatively evaluated supervisors will behave unfairly to them. Because of this concern, subordinates may give an inflated rating which may not help supervisors improve their leadership behaviors. The anonymity procedure may decrease subordinates' potential to inflate ratings of their supervisors.

#### **4.2. RECOMMENDATIONS**

Ilgen, (1979) suggests that these reactions or attitudes should ultimately be related to behavioral outcomes. However; the circumstances which cause this relationship to occur may be complex and are beyond the focus of this study. Behavioral intentions and external constraints may all be involved (Ilgen, 1979). Therefore, future research should explore how these affective reactions influence other 360-degree feedback outcomes such as developmental activities pursued, behavior change, and performance improvement.

This study provides evidence that supervisors' and subordinates' reactions to 360-degree feedback may be determined by multiple factors. The variables which are related to reactions

to subordinate feedback may differ. Therefore, organizations who want to implement successful 360-degree feedback or upward appraisal systems will need to consider a lot of variables.

In addition, further studies are needed to understand better how individual characteristics such as personality effect how individuals deal with or perceive feedback. Perhaps some individuals has more inclination to accept and use feedback than others.

Feedback processes seem to cause to behavior change and increased self-awareness for some individuals. Further researches should continue to investigate the individual and organizational characteristics that increase or prevent the change process. Future work should also examine 360-degree feedback other sources in addition to subordinates, including peers and self feedback. By increasing the understanding of how and why officers and noncommissioned officers respond to 360-degree feedback, organizations will be able to better design and implement systems which ultimately achieve their intended objectives.

Finally, quite a few organizations use 360-degree feedback or one particular source-upward appraisal- as a strategy to improve supervisor or manager performance. But, so far, no studies have explicitly compared whether 360-degree feedback really works better than traditional top-down appraisal (Waldman& Atwater, 2002). Researches need to compare traditional appraisal with upward or multi-rater feedback, in terms of these outcomes and performance.

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## APPENDIX A : THE QUESTIONNAIRE FOR THE OFFICERS

### **DO NOT WRITE YOUR NAME ON THIS FORM**

For each of the following statements, and in accordance with the rating scale provided, please circle the number that best fits to your perceptions.

#### Rating Scale

5= strongly agree; 4 = agree; 3 = no idea; 2 = disagree; 1= strongly disagree

### **THE PERCEPTION OF ORGANIZATIONAL CULTURE**

#### **A. Organizational Support;**

(a) Attitudes toward the organization;

1. I believe the positive changes in the Army.
2. I believe I'm valued and cared about by the Army.
3. I believe the Army tries to extend itself in order to help me perform to the best of my ability.

(b) Attitudes toward the unit;

5. Mutual support and coordination are at the top in my unit.
6. Mutual support and coordination are at the top in inter-sections.
7. My subordinates do not hesitate explaining their opinions explicitly.
8. My subordinates are pleased with the unit they work.
9. Honesty and goodwill are at the top among the personnel in unit.
10. Non of my personnel gives importance to gossip and rumor.
11. My subordinates trust their unit they work.

#### **B. Trust;**

(a) Attitudes toward subordinates;

12. I apply for my subordinates' opinion during the decision phase.
13. I don't hesitate transferring of authority to my subordinates when needed.
14. My subordinates trust me.
15. I trust my subordinates.

(b) Attitudes toward supervisors;

15. My supervisors are open to criticism.
16. My supervisors are open to change.
17. My supervisors trust me.

- 18. My supervisors apply for their subordinates' opinions during the decision phase.
- 19. I believe my supervisors are in favor of upward appraisal.
- 20. I believe supervisors make an effort to improve their leadership behaviors related to upward appraisals.

**B. Perceived competence of raters;**

- 22. I believe my subordinates have skills and abilities necessary to rate my performance accurately.
- 23. I believe my subordinates have the opportunity to observe my performance frequently enough to act as a competent raters.
- 24. I believe my subordinates will provide an objective appraisal.

**GENERAL THOUGHTS ABOUT APPRAISAL SYSTEMS**

**A. Attitudes toward top-down appraisal;**

- 22. Top-down appraisal only make the supervisors more selfish and harsh during the relationships with subordinates.(reversed)
- 23. Top-down appraisal only provides healthier command-control relation.
- 24. I believe it's objective to use top-down appraisal only.

**B. Attitudes toward Upward appraisal;**

(a) the perceived benefits of upward appraisal;

- 27. I believe upward appraisal should be used in evaluation system.
- 28. Upward appraisal feedback helps improve my leadership behavior.
- 29. I believe my appraisal feedback will be useful for my supervisor's development.
- 30. I believe upward appraisal is useful.
- 31. I believe subordinates appraisals, along with top-down appraisals, are more objective than data from only one of the sources(upward).
- 32. I believe anonymous subordinates will rate their supervisors more objectively than do identified subordinates
- 33. I believe upward appraisal will make supervisors more justice and in favor of participative management

(b) concerns about upward appraisal;

- 34. I believe subordinates will use the upward appraisal process as a means of intentional retribution toward supervisors.
- 35. I believe subordinates will provide feedback on issues most relevant to themselves.
- 36. I believe my authority will be undermined by subordinate appraisal.
- 37. I believe subordinate appraisal makes supervisors focus on pleasing subordinates while ignoring other duties.
- 38. I believe supervisors, evaluated negatively, will behave unfairly to the subordinates (raters).

(c) clarity of purpose;

- 39. Rather than administrative purposes, upward appraisal should be used for developmental purposes.
- 40. Upward appraisal should be used for administrative purposes (promotions, grade).



**APPENDIX B : THE QUESTIONNAIRE FOR THE NONCOMMISSIONED OFFICERS**

**DO NOT WRITE YOUR NAME ON THIS FORM**

For each of the following statements, and in accordance with the rating scale provided, please circle the number that best fits to your perceptions.

Rating Scale

5= strongly agree; 4 = agree; 3 = no idea; 2 = disagree; 1= strongly disagree

**THE PERCEPTION OF ORGANIZATIONAL CULTURE**

**A. Organizational Support;**

(a) Attitudes toward the organization;

1. I believe the positive changes in the Army.
2. I believe I'm valued and cared about by the Army.
3. I believe the Army tries to extend itself in order to help me perform to the best of my ability.

(b) Attitudes toward the unit;

4. Mutual support and coordination are at the top in my unit.
5. Mutual support and coordination are at the top in inter-sections.
6. Subordinates do not hesitate explaining their opinions explicitly.
7. I am pleased with the unit that I work.
8. Honesty and goodwill are at the top among the personnel in unit.
9. Non of personnel gives importance to gossip and rumor.
10. Supervisors trust their unit they work.

**B. Trust;**

11. Supervisors apply for their subordinates' opinion during the decision phase.
12. Supervisors do not hesitate transferring of authority to their subordinates when needed.
13. Subordinates trust their supervisors.
14. Supervisors trust their subordinates.
15. I believe my supervisors are in favor of upward appraisal.
16. My supervisors are open to criticism.
17. My supervisors are open to change.

18. I believe supervisors make an effort to improve their leadership behaviors related to upward appraisals.

**C. Perceived competence of raters;**

19. I believe subordinates have skills and abilities necessary to rate their supervisor's performance accurately.
20. I believe subordinates have the opportunity to observe supervisor's performance frequently enough to act as a competent raters.
21. I believe subordinates will provide an objective appraisal.

**GENERAL THOUGHTS ABOUT APPRAISAL SYSTEMS;**

**A. Attitudes toward top-down appraisal;**

22. Top-down appraisal only make the supervisors more selfish and harsh during the relationships with subordinates.(reversed)
23. Top-down appraisal only provides healthier command-control relation.
24. I believe it's objective to use top-down appraisal only.

**B. Attitudes toward Upward appraisal;**

(a) the perceived benefits of upward appraisal;

25. I believe upward appraisal should be used in evaluation system.
26. I believe my appraisal feedback will be useful for my supervisor's development.
27. Upward appraisal feedback helps improve supervisors' leadership behavior
28. I believe anonymous subordinates will rate their supervisors more objectively than do identified subordinates
29. I believe upward appraisal will make supervisors more justice and in favor of participative management
30. I believe subordinates appraisals, along with top-down appraisals, are more objective than data from only one of the sources(upward).

(b) concerns about upward appraisal;

31. I believe subordinates will use the upward appraisal process as a means of intentional retribution toward supervisors.
32. I believe subordinates will provide feedback on issues most relevant to themselves.
33. I believe supervisors' authority will be undermined by subordinate appraisal.
34. I believe subordinate appraisal makes supervisors focus on pleasing subordinates while ignoring other duties.
35. I believe supervisors, evaluated negatively, will behave unfairly to the subordinates(raters).

(c) clarity of purpose;

36. Rather than administrative purposes, upward appraisal should be used for developmental purposes.
37. Upward appraisal should be used for administrative purposes (promotions, grade)

**APPENDIX C**  
**Intercorrelations Among Variables ( officers)**

		Correlations							
		1	2	3	4	5	6	7	8
1. Attitudes toward Army	Pearson Correlation	1	,255*	,255*	,375*	,335*	,071	,093	-,131
	Sig. (2-tailed) **		,000	,000	,000	,000	,296	,170	,052
	N	221	221	221	221	221	221	221	221
2. Attitudes toward unit	Pearson Correlation	,255*	1	1,000*	,236*	,422*	-,043	,363*	-,180*
	Sig. (2-tailed) **	,000			,000	,000	,525	,000	,007
	N	221	221	221	221	221	221	221	221
3. Attitudes toward subordinates	Pearson Correlation	,255*	1,000*	1	,236*	,422*	-,043	,363*	-,180*
	Sig. (2-tailed) **	,000			,000	,000	,525	,000	,007
	N	221	221	221	221	221	221	221	221
4. Attitudes toward supervisors	Pearson Correlation	,375*	,236*	,236*	1	,358*	,023	,308*	-,275*
	Sig. (2-tailed) **	,000	,000	,000		,000	,730	,000	,000
	N	221	221	221	221	221	221	221	221
5. Perceived competence of raters	Pearson Correlation	,335*	,422*	,422*	,358*	1	-,033	,425*	-,320*
	Sig. (2-tailed) **	,000	,000	,000	,000		,624	,000	,000
	N	221	221	221	221	221	221	221	221
6. Top-down appraisal	Pearson Correlation	,071	-,043	-,043	,023	-,033	1	-,182*	,357*
	Sig. (2-tailed) **	,296	,525	,525	,730	,624		,007	,000
	N	221	221	221	221	221	221	221	221
7. Attitudes toward upward appraisal	Pearson Correlation	,093	,363*	,363*	,308*	,425*	-,182*	1	-,418*
	Sig. (2-tailed) **	,170	,000	,000	,000	,000	,007		,000
	N	221	221	221	221	221	221	221	221
8. Concern about upward appraisal	Pearson Correlation	-,131	-,180*	-,180*	-,275*	-,320*	,357*	-,418*	1
	Sig. (2-tailed) **	,052	,007	,007	,000	,000	,000	,000	
	N	221	221	221	221	221	221	221	221

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

**APPENDIX D**  
**Intercorrelations Among Variables( NCO's)**

**Correlations**

		1	2	3	4	5	6	7
1.Attitudes toward Army	Pearson Correlation	1	,472 **	,430 **	-,219 *	,442 **	,219 *	-,179 *
	Sig. (2-tailed)	,	,000	,000	,015	,000	,014	,046
	N	124	124	124	124	124	124	124
2.Attitudes toward unit	Pearson Correlation	,472 **	1	,710 **	,125	,575 **	,155	-,026
	Sig. (2-tailed)	,000	,	,000	,165	,000	,086	,772
	N	124	124	124	124	124	124	124
3.Attitudes toward supervisors	Pearson Correlation	,430 **	,710 **	1	,225 *	,568 **	-,076	,021
	Sig. (2-tailed)	,000	,000	,	,012	,000	,403	,821
	N	124	124	124	124	124	124	124
4.Perceived competence of raters	Pearson Correlation	-,219 *	,125	,225 *	1	,158	-,215 *	,375 **
	Sig. (2-tailed)	,015	,165	,012	,	,079	,017	,000
	N	124	124	124	124	124	124	124
5.Top-down appraisal	Pearson Correlation	,442 **	,575 **	,568 **	,158	1	,028	-,197 *
	Sig. (2-tailed)	,000	,000	,000	,079	,	,756	,028
	N	124	124	124	124	124	124	124
6.Concern about upward appraisal	Pearson Correlation	,219 *	,155	-,076	-,215 *	,028	1	-,238 **
	Sig. (2-tailed)	,014	,086	,403	,017	,756	,	,008
	N	124	124	124	124	124	124	124
7.Attitudes toward upward appraisal	Pearson Correlation	-,179 *	-,026	,021	,375 **	-,197 *	-,238 **	1
	Sig. (2-tailed)	,046	,772	,821	,000	,028	,008	,
	N	124	124	124	124	124	124	124

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).