Using Attitudes to Assess the Effectiveness of 360-Degree Performance Appraisal in San Marcos, Texas

by

James Brooks

An Applied Research Project (Political Science 5397) Submitted To
The Department of Political Science
Southwest Texas State University
In Partial Fulfillment
For the Requirements for the Degree of

Masters of Public Administration

Faculty Approval:

Patricia M Shields

Author's Note

I wish to thank Carolyn Liner for her cooperation and valuable information that was needed for this research project. I also wish to thank the following people for their cooperation and information as well: Larry Gilley, Laura Huffman, Bob Higgs, and Steve Griffith. Without the cooperation of these people, this project wouldn't have been completed. Hopefully this paper might lead to more public entities using 360-Degree Performance Appraisal for their own productivity and performance improvement.

My deepest thanks,

James Brooks

I wish to dedicate this research project to myparents Frank and Dee Brooks who have

supported me through the years and who encouraged my pursuit of higher education.

Table of Contents

Chapter

Appendix 1-Transcript of Focus Group

Appendix 2-Survey Instrument Used by the City of San Marcos

Bibliography

Chapter 1

Introduction

Introduction

Overview

In any organization, high performance and productivity of all the employees and the management should be a focus if that organization is going to accomplish it mission. One way to gauge how a person is performing is through the use of performance appraisals. Performance appraisals let every employee, whether they be subordinates or management, know what is expected of them in the particular job they are doing.

Performance appraisal quantifies and develops performance and productivity in organizations. "Performance appraisal is the systematic description of the job related strengths and weaknesses of an individual or a group" (Cascio 1995,275). Performance appraisals come in many forms. Certain kinds of appraisals are better suited for certain organizations. One of management's tasks is to find the best type of appraisal that will fit their specific organization best. No matter the type of appraisal that is used though, all performance appraisals help management make decisions regarding personnel. "Performance appraisals include any personnel decisions that affect an employee's retention, termination, promotion, demotion, transfer, or change in salary" (Piatt 1998, 1).

It may be hard for a manager or a management staff to decide on what kind of performance appraisal to use on their organization. Most appraisals have the manager appraising his/her subordinate's performance and productivity about once a year. Sometimes though, the manager is not well equipped to do this kind of assessment. "A typical manager has limited contact with his or her employees; studies indicate that managers spend only 5 to 10 percent of their

workweek with any one subordinate. Managers therefore have access only to a small sample of their subordinates work" (Cascio 1995,276). Managers, even if they don't admit it, sometimes need help with the appraisal process. The 360-degree performance appraisal overcomes many of the aforementioned weaknesses of more traditional forms of employee performance appraisal.

The 360-degree performance appraisal was developed not only to help managers with the appraisal process and the personnel decisions that go along with performance appraisal, but it was also developed to increase the quality of the assessments as well. The 360-degree performance appraisal is more than the managers assessment of a specific employees performance and productivity. The 360-degree appraisal also takes into account the assessments of peers, coworkers, and subordinates.

Supporters argue that management is more likely to get an accurate assessment of each employee. A big reason for this is the feedback from peers and coworkers. "Peers can provide a perspective on performance that is different from that of immediate supervisors" (Cascio 1995, 290). Peers and coworkers might have a better perspective of ways the employee can enhance their performance. Multiple raters bring increased objectivity to the appraisal as well. The 360 appraisal may address the search by public administrators for "an evaluation instrument that at once minimizes bias and subjectivity, promotes motivation and individual productivity and maximizes the achievement of effectiveness and efficiency" (Piatt 1998, 3).

Research Purpose

The purpose of this research is exploratory. Using the literature as a guide there is an examination and assessment of a quasi-360-degree performance appraisal system used by The City of San Marcos. An assessment will be made as to the benefits and limitations of the San Marcos system. Hopefully information obtained from the review of the literature and the

perception of employees can be used by mangers considering changing/improving their employee appraisal process.

Chapter Summaries

Chapter 2, the Literature Review, provides historical information on performance appraisals in general and 360-degree performance appraisals as well. Elements of performance appraisals as well as purposes for conducting them will be discussed. Reasons to use 360-degree performance appraisal, the process of 360 appraisal and benefits of 360 appraisal will comprise most of the section on 360-degree performance appraisal. The chapter also looks at the future of 360-degree performance appraisal and concludes with the development of the conceptual framework and hypotheses. Chapter 3, the Research Setting describes the organization within which this research was conducted-The City of San Marcos. The chapter includes the actual process that The City of San Marcos went through in implementing a 360-degree performance appraisal. The chapter also discusses similarities and differences between a normal 360-degree appraisal and the system used by The City of San Marcos. Chapter 4, the Methodology chapter, focuses on the research technique used for this project-the focus group. The chapter discusses the appropriateness of the method and strengths and weaknesses of focus groups will be discussed as well. Chapter 5, the Results, will break each hypothesis down and discuss them individually. The results pertaining to each hypothesis are discussed. The hypotheses are either supported or supported. The chapter will end with a summary of the findings. Chapter 6, the Conclusions, discuss the important findings made and implications for future research. Recommendations for future research of 360-deree performance appraisal in the field of public administration will also be addressed. The chapter will end with preliminary recommendations to The City of San Marcos about limitations of their 360 appraisal system.

Chapter 2

Literature Review

<center>**Literature Review**</center>

Introduction to Performance Appraisal

Performance appraisal is a tool that is used by both public and private organizations to track the productivity and performance of an individual in that organization. Performance appraisal has been around for a long time and has gone through a variety changes. The purpose of this chapter is to examine the background of performance appraisals and 360-degree performance appraisals and to see what role the appraisals play in personnel management. This chapter contributes to the overall purpose of this research project by contrasting and comparing the top-down performance appraisal with the 360-degree performance appraisal. In addition, using the literature discussed earlier, a conceptual framework (working hypothesis) which organizes focus group discussion is presented.

There are different versions of performance appraisals and ways in which to track an employee's performance on the job. Traditional performance appraisal or "top down appraisal" has been used by thousands of organizations.

Dr. Deming, who developed the Total Quality Management movement after WWII, is commonly know to have frowned upon the use of performance appraisals. The TQM movement focuses on quality and deals with the processes and systems used to reach quality. "Performance appraisals have become the preferred method for observing, evaluating, and measuring employee performance" (Cadwell 1995, 24). Where did performance appraisals originate? How did they become THE method of tracking employee performance at work? The section that follows discusses the history of performance appraisal as well as presents an

<center>4</center>

in depth analysis the of performance appraisal. In addition, the process of employee review is discussed.

History of Performance Appraisal

Performance appraisal has been around for a long time. It was not originally developed for the civilian workforce. It was developed in the Army. "One of the earliest recorded efforts at appraising job performance occurred an unlikely organization, the U.S. Army" (Cadwell 1995, 23). Not long after that, some other branches of the government began implementing formal evaluations which are now known as **performance** appraisals.

By the early 1900s, the private sector began tracking employee performance through an appraisal system. "The first formal evaluation process in private business is thought to have been initiated in 1913 by Lord & Taylor, a New York department store" (Cadwell, 24).

The nature of employee appraisal has evolved and changed since the early days in the Army. Current appraisal systems can be very costly to implement and there is often a lack of employee support. "**Performance** appraisal has developed over the course of the century into a complex and costly management support tool" (Daley 1992, 39).

What exactly involved in the performance appraisal process? The next section examines the process of appraising employee productivity and performance

What is Performance Appraisal?

The basic root function of performance appraisal is gauging where the employee is in his/her job, how he/she is doing in that job, and what can be done to improve job performance, if improvements are necessary. "Performance appraisal is an exercise in observation and judgement, it is a feedback process, and it is an intensely emotional process" (Cascio 1995,274).

The emotional component of the performance appraisal process can be very distressing to the employee as well as to the supervisor. Feelings can be hurt and walls can be put up between the employee and the supervisor. How should a manager conduct the appraisal meeting?

Reviewing an Employee-The Appraisal Meeting

Generally, a performance appraisal occurs during a meeting between manager and employee where the employee job performance is discussed. The tone of the meeting usually depends on how the manager conducts it. "The reviewee should have a fair, honest, and thorough hearing as he presents his evaluations and plans for development and he should leave the review session feeling that his superiors take his idea seriously and are vitally interested in his progress" (Rowland 1970,303).

There are certain things to be done when an appraisal meeting takes place. "The boss should avoid any tinge of threatening attitude in his conduct of the appraisal interview. If he does not do this, his appraisal group will become nervous as appraisal time approaches and the work will suffer" (Rowland, 210). Nobody wants to be called into the managers office to be yelled at or talked down to. This technique can be seen as a motivational tool but all it does is destroy productivity because all the employee thinks about is the appraisal meeting and what will be said during it.

Rowland maintains that while conducting the meeting, the manager should avoid telling the employee that their performance needs improvement. "Specific cases should be called to the attention of the appraisee for they will help to make clear exactly what the appraisers meant by the statement they made but should not take the form of a harsh reprimand (Rowland 1970, 273).

Some companies use the appraisal meeting as a chance to determine the appropriate pay increases for the employee. This practice is commonly know as pay-for-performance.

According to **Cadwell** there are a few problems with the pay-for-performance technique. "First, there is the tendency of the employee to want to discuss examples of stellar performance and to explain away anything that might negatively affect the increase" (Cadwell 1995, 25) The employee can't be objective about the situation when compensation is involved. They don't want to talk about anything that could be improved on because that could decrease the amount of their future pay. The meeting has the potential to become heated between the manager and the employee. The discussion may become polarized.

There is a second problem with pay for performance. "Another problem is company budgets or personnel policies often dictate the amount of increase a manager can give an employee or a group of employees" (Cadwell 1995, 25). If an employee is counting on a certain amount of raise and the manager can't give that amount then this can cause friction between the manager and the employee.

If the employee doesn't take the appraisal process seriously there is a danger that the process will become a formality. When an employee believes that **he/she** has been treated unfairly then the probability of the employee accepting the appraisal as valid is slim to none. "Ratee acceptance of a performance appraisal system is maximized when the **performance** measurement process is perceived to be accurate and the system is administered fairly" (Condrey 1994, 48). The manager should do everything in their power to make sure that the appraisal system accurately depicts the performance of the employee.

When managers try comparing employees they can create bad feelings and damage morale. Not only can the manager create friction among staff, but the manager can also become a target for hostility too. Now lets look at some of the elements of performance appraisal including purpose, validity, and feedback.

Elements of Performance Appraisal

There are aspects of the process that are necessary to performance appraisal. "Such elements include rater training, setting of objectives, performance planning, employee participation, support from top-level management, establishment of formal written policies and documentation of appraisal" (Piatt 1998, 16). These elements, along with the components above, help to make a performance appraisal system an accurate assessment of how an employee is performing on the job.

Purposes of Performance Appraisals

Employee evaluations are done for a number of reasons. "Appraisal serves a twofold purpose: I) to improve work performance by helping the employees realize and use their full potential in carrying out their firms missions and 2) to provide information to employees and managers for use in making work related decisions" (Cascio 1995,275). If a performance appraisal helps an employee conduct company business with greater efficiency and productivity then it has done the job it was created to do. The appraisal helps management make decisions that are pertinent to the organization and the employee. If an employee is not performing up to the expectations set by the organization, it is up to the manager AND the employee to make the necessary changes so that the employee will meet those expectations.

In addition, performance appraisal bridges the gap between management and employees.

Performance appraisal is used in judgmental decisions such as promotion, demotion, retention, transfer, and pay, and for employee development via feedback and training; it also serves the organization as a means for validating selection and hiring procedures, promoting employee-supervisor understanding, and supporting an organization's culture (Daley 1992, 39).

Documented performance is more important since society is so litigious. Appraisals can be a defense against lawsuits. Documentation of employee's performance is needed to protect

8

an organization against an employee who has filed a wrongful termination suit. Those companies who haven't carefully documented an employee's performance have come to regret it.

Employee development is often overlooked in organizations. People have an intrinsic need to do good work and they want to be noticed for it. Those employees that do the best work have high morale and morale comes from the pressure to perform and produce. "Morale and productivity are highest when there is pressure to perform. When people receive rewards without working for them, they are protected from failure and their self-esteem is destroyed" (Eckes, 59). Just throwing money at an employee doesn't guarantee productivity. The employee needs to know that they have pressure to perform well. "People prefer accountability; they want their work to be judged and judged fairly" (Eckes 1994, 59). If an employee is put into an environment where there is no pressure to perform, then the employees productivity will drop.

In environments where employee development is stressed, the manager takes on the role of a coach rather than a boss. The manager points out places the employee need to improve and strives to extract optimum productivity from his/her subordinates.

The employment of performance appraisal for developmental purposes helps strengthen the employee-supervisor relationship where the supervisor is cast in the role of coach and adviser rather that of lord high executioner which encourages teamwork and facilitates the development of good work behaviors (Daley 1992, 48).

Validity of Performance Appraisal

Most employees are going to accept the results of an appraisal system if they consider it valid. Validity refers to the notion that the appraisal is accurately tied to the performance of the individual. "The validity of an appraisal system is a matter of its job relatedness, the question of

whether the performance appraisal system accurately assesses and reflects a person's true performance" (Fleenor & Scontrino 1982, 20). If the employees perceive that the system is not valid then they will lose faith and not trust the manager or the appraisal. the loss of faith and trust eventually leads to declines in productivity. "If the appraisal system is valid, the employees who receive high performance ratings are in fact the best performers and those employees who receive the lowest ratings are actually the poorest performers" (Fleenor & Scontrino 1982, 70).

According to Cascio (1995,277) the five components that must be present in any performance appraisal system are: 1) Relevance 2) Sensitivity 3) Reliability 4) Acceptability and 5) Practicality. Relevance refers to a correspondence between the elements identified as critical to job performance and performance standards. Sensitivity refers to the extent to which the appraisal instrument can distinguish between good performance and poor performance. Reliable instruments result in similar scores under similar conditions. Acceptability is the extent to which the process is accepted by supervisors and employees. Finally, practicality means that the instrument can be used and understood by both management and employees. .

The criteria used in the appraisal process is a big determinant of the validity of the appraisal process. If a manager is able to insert his/her bias into the appraisal then the validity decreases. "The more subjective the rating criteria the easier it is for the raters' biases to enter into his/her evaluation" (Fleenor & Scontrino, 70). The appraisal system needs be as objective as possible to eliminate bias on the part of the supervisor.

The courts have ruled on what exactly constitutes an objective performance appraisal. "Case law outlines six criteria for constructing objective performance appraisal systems: job analysis, work behaviors, communications, training, documentation, and monitoring combine to guide the development of systems capable of appraising performance" (Daley, 40). If an organization constructs an appraisal system that has at least these six objective criteria, the courts and the

majority, if not all, the employees should consider the system a valid appraisal of productivity and performance.

Sometimes objective measures are not enough. Some managers are skeptical to the appraisal process. Managers that do not have a lot of self confidence just give all employees a satisfactory grade. The managers fear of making enemies if they give a true rating that is below satisfactory. "Rather than confront their less effective subordinates with negative feedback in appraisal interviews and below-average salary increases, some supervisors take the easy way out and give average or above-average ratings to inferior supporters" (Cascio 1995,277). When managers fail to make tough decisions employees often loose confidence in the validity of the appraisal system. Further, if some employee know that he/she has been slacking off and doing marginal work and yet receives an above average rating they will not improve and as a consequence the organization, and the employee, will suffer for the lack of productivity.

Feedback

Feedback plays a major role in performance appraisals. Employees need to know how they are performing. Feedback, weather from coworkers or superiors, can help employees know what they need to improve on to increase their productivity.

Feedback is the foundation upon which all uses of performance appraisals are constructed. Virtually every employee has a recurring question about his or her job. Performance appraisal should answer that question clearly, specifically and regularly (Fleenor & Scontrino 1982, 9).

If an employee doesn't know what is wrong, how can they fix it? Feedback is not just telling the employee where they are falling behind in their work. The manager needs to interact with the employee and work out a solution together with the employee so that both will have an understanding and know exactly what needs to be done." The recipient's supervisor and human resource professional have a responsibility to help the recipient sort out and make use of

the feedback. The more negative and unsuspected the results, the more work is required"
(Kaplan 1993,300).

Feedback doesn't have to be positive all the time. In fact there is always something to
improve on. "Negative feedback seems more likely to trigger the search for more effective
behaviors than positive feedback" (Atwater, Roush, & Fischthal 1995, 40). When an employee
thinks that they are a productive worker and they get negative feedback, then they will be
motivated to change their behavior. Those that receive positive feedback the majority of the
time will think that there is nothing that needs improvement. As a result, their productivity will
likely drop.

Since performance appraisal is an ongoing process the employee has an idea of whether they
are measuring up to expectations. Those that don't know how their performance measures up
may become frustrated.

> "To be most effective we should look at performance appraisals as an ongoing process. If you
> and your employees discuss performance only once a year, the time interval between meetings
> can allow problems to develop that seriously affect performance" (Cadwell, 22).

Formal performance appraisal is the end of a process that goes on all the time-a process that
is based on good communication between manager and employee. If the appraisal is
ongoing throughout the year then the appraisal process is easy and there are few surprises for
either the manager or the employee.

360-Degree Performance Appraisal

Performance appraisals are a tool that most companies use in some form or another. The
traditional top-down appraisals, were the subject in the first part of this paper. Now, attention is
turned to a different form of performance appraisal, the 360-degree performance appraisal.

The performance appraisal known as 360-degree appraisal is becoming more popular

as time goes on. The 360-degree performance appraisal is an appraisal system that encompasses views of employee's superior and **coworkers/peers**. Through 360-degree performance appraisal the employee has the chance to review the supervisor-an element that isn't practiced with top-down performance appraisals. "The use of 360-degree instruments has exploded during the past ten to fifteen years. In fact, it is difficult to find a Fortune 1000 company in the United States that has not **tried** a 360-degree assessment somewhere in the organization at least once" (Dalton , 59)

The 360-degree appraisal takes information from more than one source. This assessment collects information **from** peers, subordinates, and superiors so that the person can get a well rounded, or 360-degree, view of their performance. "Here the traditional source for performance appraisals-the individual's manager-is supplemented by other sources who have significant perspectives to provide which the manager may not have" **(Tornow** 1993,212). Ideally with multiple assessment sources, the manager will have little doubt that every part of the employee's performance is checked and double checked. The more feedback the manager is given the better the appraisal process should go. And better yet, the employee will not think that they are criticized solely by the manager. "A cardinal rule is that the more information one collects and the greater depth of the information, the greater the commitment must be to the recipient on the part of the organization and on the part of those who conduct such an exercise" (Kaplan 1993, 299).

360-Degree Appraisal as an Effective Tool

Even though 360-degree appraisals are becoming a popular way to appraise manager and employee performance and productivity, how effective are they? Is it a valid technique? Is it **reliable?** "On the whole, both field and laboratory studies indicate that peer assessment is a valid and reliable evaluation procedure" **(Saavedra** & Kwun 1993,450).

Some managers not only want to make sure that the employees are productive but they also want to coach them along through their development. **Top-down** appraisals could get in the way of this. Through traditional **top-down** appraisal the manager is forced to give the employee feedback that they may not want to hear. Then when the manager comes back to try to play the "coach" role after the appraisal, the employee may feel resentment or even distrust. "Many psychologists have traditionally said "no" to the question of could a manager conduct a judgmental interview with a subordinate on Monday and then hope to do an effective counseling job on Tuesday. The counseling function becomes ineffective the moment judgements and evaluations are made" (Smith & Brouwer 1977, 36).

When the manager gives the employee feedback, about how the employee is performing, that isn't expected the employee may not agree. The manager may worry that this disagreement will damage the relationship that exists between the manager and the employee. "Appraisal necessitates **making** judgements and many mangers will become anxious over being considered too harsh or being too lenient" (Smith & Brouwer 1977, 136). If the manager is concerned with this then the appraisal process would be negatively affected because managers emotional ties to the employee make objectivity suspect.

Reasons to Use 360-Degree Performance Appraisal

The reasons to use 360-degree performance appraisals often depend on the organization that is employing the technique. One reason that companies may employ a 360-degree appraisal system is appraisal of superiors by their subordinates. Bernardin (1986,421) gives three main reasons why an organization might want to employ a 360-degree appraisal process that appraises superiors.

First subordinates are a valid source of information about their manager because they are often in a better observational position to evaluate certain managerial dimensions than any other source of assessment. Second, because appraisals are often available from several

14

subordinates the multiple assessments have potential for greater validity than that which is typically found in ratings by a single rater, most often the superior to the manager. And third, a formal system of subordinate and peer appraisal of managers fits nicely into the employee commitment or involvement modes which are gaining in popularity.

In short, 360-degree appraisals can be useful in appraising the manager and they also help the employees by letting them have a role in the appraisal process. When the manager is appraised by the subordinate the manager should be more accountable.

If a manager or an employee only receives feedback from one source, whether the information is positive or negative, they may not get a full picture of how they are performing in their duties. The feedback they are receiving are the opinions of that person. The employee or manager may want a fuller picture of their productivity. The multiple sources of evidence used in a 360-deree appraisal should provide better comprehensive feedback.

Another reason that an organization should use 360-degree appraisal is because it improves communication channels within the organization. "Research has shown that 360-degree feedback can enhance communications and performance" (London & Beatty 1993,354). If employees get accustom to giving constructive feedback to the manager then they might start giving it to their coworkers as well. This would improve performance even before the appraisal meeting with the manager. The employee will have an understanding what they need to improve. This understanding can later translate into greater work satisfaction and higher productivity. "Companies using 360 say it boosts productivity by giving workers a more accurate sense of their personal strengths and weaknesses" (Debare, 1997).

Process of 360-Degree Appraisal

The process of 360 appraisal contrasts sharply with the traditional top-down appraisal process. Traditional top down appraisal involves the manager observing the employee engaging

15

in hisiher job with the manager appraising the performance/productivity of the employee. Then the manager typically has a appraisal meeting with the employee to let them know what was observed.

The 360 appraisal process involves multiple sources of feedback to appraise, not only the employee but the manager as well. "With multisource feedback, we enrich the process by adding perspectives of direct reports, colleagues, and sometimes customers" (Lepsinger & Lucia 1997, 63). The 360 appraisal process is not complicated . It involves a questionnaire which is already made up and passed out to each employee. The employee then fills out the questionnaire regarding the productivity of his/her coworkers and his/her supervisor. "With paper and pencil or on their computer, each individual fills out a lengthy anonymous questionnaire about each other. Everything can be probed: personality, the way the person deals with others, leadership skills, talents, values, and ethics" (Grote 1996,288). With any luck the manager may find out something that they did not know about a specific employee. They can find a strength or a talent the employee possesses that could be useful to the organization. Or, they might find out that the employee puts on a good face and acts productive only when the manager is around.

There is one thing that is crucial to the 360 appraisal process and if it is not taken into account it could completely ruin the feedback that is obtained from the employees about their coworkers and their manager. The questionnaires must be anonymous. There must not be a place for a name and there must not be ANY way that the employees or a manager could recognize or find out who gave feedback about a specific employee. "Subordinates completing upward appraisals may be concerned about reprisal if they give their managers negative feedback. This power difference may make subordinates reluctant to give their managers negative feedback" (Antonioni 1994, 351).

Just as the employee might be afraid to give negative feedback they might be tempted to inflate their appraisals of their coworkers and of their supervisor. It is thought because of the

16

anonymity of the appraisals that the employees will generally be honest and that the data collected will be less likely to be inflated. If there is the slightest chance that the identity of an employee might be discovered then the validity of the data drops significantly. "The anonymity procedure appears to decrease subordinates potential to inflate ratings of their manager" (Antonioni 1994,354).

Another element in the 360 appraisal process is to compare all the feedback against each other to come up with an overall rating. Employees do not want to decide whether his/her coworker will be terminated or retained. If it is thought that the appraisal is the only reason a coworker will be terminated then they will not be as truthful and will inflate the ratings of the coworker. "If all parties are told that their rating will be compared with those assigned by others, they are likely to be more objective in their assessment" (Schultz & Schultz 1994, 171).

Benefits of 360-Degree Appraisal

Whereas there might be some negative feelings associated with traditional top-down performance appraisal, there can be numerous benefits stemming from a 360-degree performance appraisal system. "The 360-degree feedback serves as a key relationshipbuilding tool that organizations can use to enhance team processes and work interrelationships"(Tornow, 85). When coworkers can be open with each other and hold each other accountable for performance and productivity then the working relationships improve and the productivity will thus improve. And not only will the relationships between the workers and managers improve but as they improve and get stronger, the employees morale will also improve. "When implemented properly, subordinate appraisal systems enhance worker job satisfaction and morale" (Bemardin 1986, 421).

The 360-degree appraisal also can help the employee or manager discover their own strengths and weaknesses. Through feedback employees are able to see where a coworker excels.

17

They can also see where the person needs to improve. "The 360 degree feedback can have enormous power perhaps more than any other technique to bring an individual's shortcomings to his attentions and confirm that areas of perceived strengths are actual and recognized strengths" (Grote 1994,292)

The depth of the 360-degree process give it greater validity and reliability. Hence, the 360 appraisal also contributes positively to the organization if any employee decides to bring suit against the it. The objectivity and the anonymity of the raters will help to defend the organization. "Numerous advantages of using multiple raters have been cited...improved defensibility of the performance appraisal program from a legal standpoint" (Harris & Schaubroek 1988, 43).

Another benefit of 360-degree appraisal is the relative low cost of implementation. Compared to bringing in an appraisal company from the outside or developing an assessment center approach, the cost is really quite minimum. "The costs of installing, maintaining, and monitoring a subordinate appraisal system for managers is minimal relative to the costs incurred in with developing an in house assessment center or contracting out for the service" (Bernardin 1986,433).

So there are numerous reasons an organization should think about employing a 360-degree appraisal program. In addition to having an effect on employee performance and productivity, the process can effect managerial performance as well.

Managerial Performance

The 360 performance appraisal system has the potential to positively effect on the performance and productivity of managers and supervisors. Managers need sources of appraisal additional to their superiors. "The 360-degree approach recognizes that little change can be expected without feedback and that different constituencies are a source of rich and

useful information to help managers guide behavior" (London and Beatty 1993,354). With this type of appraisal, the managers will start to have better morale themselves and will develop better communication skills with their subordinates as well as with their superiors.

Just like the development of the employees, managers can also take advantage of the differing sources of feedback about their productivity and make positive changes. The 360-degree appraisal can help assess the strengths and weakness of the manager.

> If a manger has been made aware of some of his own managerial shortcomings...his ability to communicate should be improved and his faith in his own managerial abilities should be strengthened. (Rowland 1970, 303).

The employees can also benefit when a manager has undergone a 360-degree appraisal. Organizational commitment and productivity may increase when the employees feel the 360 appraisal taken is seriously.

Ideally, subordinates will start noticing the manager's behavior more as a result of the 360-degree appraisal. "Upward feedback leads to subordinates perceiving positive changes in the boss's subsequent behavior" (Reilly, Smither, & Vasilopoulos 1996,600). A possible result of the manager's changed behavior is a stronger working relationship between the manager and the subordinates. What do studies say about the validity and effectiveness of 360 appraisal as it concerns managers?

Just as the validity of 360 appraisals was higher than traditional top-down appraisal concerning subordinates, the validity is higher with managers as well. "Subordinate appraisals have shown a higher validity for predicting managerial success than assessment center performance" (Schultz & Schultz 1994, 170). Atwater, Roush, and Fischthal (1995: 36) conducted a study and found that "input from subordinates was effective in eliciting modest changes in managerial behavior."

Summary of Literature Review

If a solid performance appraisal system is in place, management can learn how productive the employees are and can learn what to do to make that production better. Through 360 appraisal, management has a better shot at getting the employees as well as the management develop and come together as a working unit. "A formal subordinate appraisal can increase the probability that management will learn what really is on the minds of the employees" (Bernardin 1986, 72). What are some of the differences between top-down appraisal and 360-degree appraisal?

Differences between Tow-Down and 360-Degree Appraisal

The main differences between top-down performance appraisal and 360-degree appraisal are the results. The results from 360-degree appraisal are wider in scope possibly leading to greater validity and reliability. In addition, management and the employees are more likely to trust a 360-degree program as to gauge their productivity.

> Traditional performance appraisal is conducted primarily for evaluation and has organizational consequences, such as pay treatment and opportunities for job assignments, transfer, and promotion. Performance appraisal is not ordinarily geared to improving work unit performance or leader development (London & Beatty 1993,359).

The results from top-down appraisal reflect what the person's supervisor perceives and usually does not look at improving the performance. The top-down appraisal meetings can be adversarial with the manager telling the employee what they have done wrong. "Traditional performance appraisal may be less than adequate in development and career planning" (London & Beatty 1993,359). This can make both the employee and the manager apprehensive about the whole process. The manager doesn't usually want to be viewed as too hard or too easy. The employee doesn't want to get negative feedback. The result of this anxiety can be anger and frustration .

20

The results from a 360 appraisal reflect what not only the manager has observed from the employee but also what peers and coworkers have seen as well. This wider scope can give the process more validity. "The most valid appraisal systems are those in which more than one rater is used" (Bernardin & Beatty, 69). The manager and the employee sit at the appraisal meeting and discuss the results of the appraisal. They pinpoint the strengths observed and what can be done to improve the areas of weakness. The results are greater commitment and worker satisfaction from the employee and management. The employee feels that the organization cares about development of the employee not only in the work place but also as a person. The supervisor gains confidence in leadership skills while playing a "coach" role rather than a "judge" role.

> As programs of 360 degree feedback develop overtime, they tend to create an environment where feedback is regarded as less threatening to all employees and as a valued tool for individual and organizational development especially as employees and managers become familiar with the process and see its effects on managerial and organizational development (London & Beatty 1993,370).

The Future of 360-Degree Performance Appraisal

Organizations have only begun to see the potential of 360-degree appraisals for their organization. Although 360 appraisal has been around for about 10-15 years there is not a lot of empirical research that has been done. "This is an area in which practice is well ahead of theory and empirical research" (London & Smither 1995,807). The 360-degree appraisal has given upper level management and human resources new ways of obtaining information necessary for performance appraisals.

Employees and managers should understand that once a 360 appraisal system is in place, that the changes in morale, productivity, and communication may not happen immediately. If an organization has a **performance** appraisal system that is adversarial in nature it may even take

longer. The employees and management should learn to trust the 360-degree appraisal system. Often managers are reluctant to trust a 360 appraisal program because they fear it will undermine their authority. Employees are reluctant to trust 360 because of their relationship with management. The employees may think it is just a publicity stunt. "It takes time for raters to understand and trust the upward feedback process and for target managers to incorporate it into their development plans" (London & Wohlers 1991,387). It takes a "good faith" trial from both the employees and the management for 360-degree appraisal to succeed. If given plenty of time, and providing that management and the employees are open to it, 360-degree appraisal has great potential. Employees may feel better about themselves and their organization which is the starting point of greater productivity.

Conceptual Framework

The conceptual framework that is utilized in this research is the working hypothesis. Working hypotheses are well suited to exploratory qualitative research. "Exploratory research is associated with problems that are in their early stages. It is used when the topic or issue is new" (Shields 1998, 215). Simple statements are made of expectations about 360-degree performance appraisal. "The working hypothesis formulates a belief about the direction of inquiry but not necessarily its ultimate destination" (Shields 1988, 215).

Working Hypotheses:

WH1: 360-Degree Performance Appraisal is most effective when used for developmental purposes and not for determining pay or pay raises.

The literature shows that 360-Degree appraisal system is best utilized when it's purposes are for development. Using 360 appraisal for pay/pay raise decisions may not yield valid results Coworkers/peers may use the 360 appraisal as an opportunity to strike out at the employee.

"Regardless of group assignment supervisors were supportive of subordinate appraisal as a useful source of data except when used as a basis for determining pay" (Bemardin, Dahmus, & Redmon 1993,322).

WH2:   360-Degree Performance Appraisal gives the employees more empowerment because of the added responsibility of effecting coworker's/supervisor's performance appraisal

When the employees feel that they are making a difference in the development of a coworker or their supervisor they may feel more empowered which can lead to greater commitment and productivity.

WH3.   360-Degree Performance Appraisal improves supervisory and leadership skills in supervisors.

Managerial development will be strengthened by 360-degree appraisal because they will be more aware of their own strengths and weaknesses. "His ability to communicate should be improved and his faith in his own managerial abilities should be strengthened (Rowland 1970, 303).

WH4:   360-Degree Performance Appraisal increases the communication between employees and their coworkers.

WH4a: 360-Degree Performance Appraisal increases the communication between employees and their supervisor.

Communication can be strengthened by the 360-degree appraisal because employees, coworkers, and supervisors will have an open channel of communication. "Research has shown that 360-degree feedback can enhance communications and performance" (London & Beatty 1993,354).

WH5:   360-Degree Performance Appraisal increases productivity and performance of
   employees in the work place.

   The 360-degree appraisal will improve productivity because each employee will know what
their strengths and weakness are.   "Companies using 360 say that it boosts productivity by
giving workers a more accurate sense of their personal strengths and weaknesses" (Debare,
1997).

Chapter 3

Research Setting

The Research Setting

The City of San Marcos

San Marcos is a town of about 35,000 people located in the hill country of central Texas. It is the home of Southwest Texas State University, a regional university with about 25,000 students.

The City of San Marcos has 562 budgeted positions for full-time, part-time and seasonal personnel, with a full time equivalency of 461 positions. Fifteen are director's positions. The 360-degree performance appraisal is only used with the directors at this time.

The director of Human Resources for the City of San Marcos suggested that the city employ the.360-degree performance appraisal because she felt that a fresh approach was needed to gauge the performance of the directors. Since this was a new approach that encompasses everyone's views the city decided to implement the 360-degree appraisal process.

The empirical portion of this study uses focus groups to examine the perceptions about 360 performance appraisal system of employees and managers. The focus groups are drawn from employees of the City of San Marcos. This chapter describes both San Marcos and the 360 process to assess its management.

The Process

In San Marcos a consultant was hired to come in and help implement a 360-degree performance appraisal program. All the directors got together and discussed what they should be evaluated on. The directors then wrote the instrument that was used for the appraisal. The actual appraisal instrument is in Appendix #2.

The appraisal process began when directors then filled out questionnaires on all the directors, including themselves. They also filled out questionnaires on the city manager and the assistant city manager. The questionnaires were mailed to the consultant who was responsible for data aggregation as well as compiling a list of strengths and weaknesses for each individual.

All the directors took a weekend retreat to discuss the process and find out the results of the surveys. The consultant talked with the directors about the process and what could be learned from it. The consultant then passed out to each individual their specific assessment so they could see how they were rated.

It was indicated that after finding out the results of their assessments, there were directors that got their feelings hurt and there were those that became defensive. The consultant then talked with the whole group to explain what the assessments meant. The consultant explained that the results of the assessments were not personal attacks. The directors should examine their job performance and consider how they could use the assessment results to improve their performance. Strengths as well as weaknesses were compiled for each individual so their could see their own performance and productivity from an objective point of view.

One of the things that each of the directors was responsible for was to write down a plan that they would follow to improve their performance. The plan was to include specific behaviors designed to increase their performance and productivity. The written plan would encompass the next six months so that there would be adequate time for implementation. At the end of the six months, each director would then have a meeting with the city manager or the assistant city manager to discuss how their personal plan was coming along. This accountability meeting was designed to ensure that each director was implementing their plans and actually trying to improve their performance and productivity. Ideally the process is repeated every six months so that each individual can track their own performance using a consistent ongoing process.

26

Similarities and Differences

The ideal process discussed in the literature is not readily excessible to find in the public sector. There is something that is close to it in the City of San Marcos. In practice, the 360 appraisal used by the City of San Marcos is more of a quasi-360 appraisal. It has some elements of the 360 appraisal process described in the literature but also departs, in some ways, from what the literature suggests.

The City of San Marcos used a quasi-360 appraisal system that was specifically designed for that organization. There are elements that the City of San Marcos' system has in common with the 360 appraisal systems described in the literature.

One thing that the San Marcos system has in common with the 360 system described in the literature is the aspect of anonymity. All the directors, as well as the city manager and assistant city manager, filled out the questionnaires anonymously. For the 360-degree appraisal to work this has to be a component that is included.

Another aspect that is similar between the literature and the 360 appraisal system San Marcos implemented is peer/coworker evaluation. Since all the directors were at the same level, they all got to evaluate each other as to their performance. The city manager and assistant city manager evaluated all the directors as well but a major part of the evaluation was based on the peer evaluation that was done.

Upward evaluation is also another aspect of San Marcos' system that is consistent with the 360 appraisal systems described in the literature. All the directors evaluated the city manager and the assistant city manager. This type of upward feedback helps the city manager and assistant city manager consider where they need to improve their performance.

However, even though the directors evaluated the city manager and the assistant city manager, the directors were not given feedback from their subordinates, because their subordinates were not included in the process. This kind of upward feedback would be helpful

to all the directors, just as it was helpful to the city manager and assistant city manager in helping to consider in what areas performance needed to improve.

Another area where the City of San Marcos' system deviates from the 360-degree appraisal discussed in the literature is the use of a consultant. The use of a consultant may have actually facilitated the process and made it easier to implement. The consultant discussed the process with all the participants before it was implemented. The consultant also gave valuable feedback in that he helped all the participants process their results of their appraisal and told them what the scores meant for each participant. The use of a consultant may be recommended to organizations who may want to employ a 360-degree performance appraisal system. A consultant will help the organization feel more comfortable with the appraisal system and can help in the facilitation and processing of the results of the appraisals.

Another difference between the City of San Marcos' 360 appraisal and the 360 appraisal described in the literature is in how the City of San Marcos decided what was to be measured. All of the directors sat down and decided together what would elements of performance should be measured. The literature made no mention of the organization, as a whole, deciding together what should be measured. This is also something that should be considered by organizations that want to employ a 360 appraisal. A consensus of what is being measured helps all the participants know what elements of performance are important to the organization.

Chapter 4

Methodology

Methodology

A focus group is a group of people, selected on the basis of relevancy to the topic being studied, that will discuss and give their insight on that topic. Focus groups typically involve anywhere between five and ten participants with amoderator to ask questions, guide the discussion and keep the group on track.

The purpose of this chapter is to state why focus groups were used for this research, to break down the strengths and weaknesses of focus groups and to describe the actual focus group that was used. **A** summary table that breaks down the hypotheses, the actual questions asked and the sources of evidence concludes this chapter.

Appropriateness of Method

There are several reasons that the focus group method was chosen over other methods of data collection. The purpose of this paper is exploratory, and the focus group lends itself very well to exploratory studies. Morgan says that focus groups are particularly suited to the material being researched in this paper. "Group interviews also played a notable part in applied social research as well as studies on factors that affected the productivity of work groups" (Morgan 1997, 4). The productivity and performance of the groups is what is being assessed in this paper.

Focus groups are more preferable to interviews because of the interaction by the group. More ideas will be generated by the groups and different views will be brought up. A focus group helps people talk more and express ideas about the topic. In a one-on-one interview a person may be reluctant to give their personal viewpoints because they may not know if they are the only ones with that specific viewpoint. Talking about the subject in a group may generate ideas

not thought of by some of the groups members. "The group dynamics that occur in focus groups very frequently bring out aspects of the topic that would not have been anticipated by the researcher and would not have emerged from interviews with individuals" (Babbie 1995,250).

Strengths and Weaknesses of Focus Groups

Babbie (1995,250) points out that there are some advantages to using focus groups. The advantages of focus groups are: 1) the technique is socially orientated research method capturing real-life data in a social environment, 2) it has flexibility, 3) it has high face validity, 4) it has speedy results and 5) is low in cost. The focus group simulates the type of discussion that people would normally have when discussing the topic. "'The process of sharing and comparing among participants is thus one of the most valuable aspects of self-contained focus groups" (Morgan 1997, 21). Aggregating is relatively quick since there is no calculating statistics.

Babbie (1995,220) also points out some disadvantages to using focus groups. The disadvantages include: 1) focus groups afford the researcher less control than individual interviews, 2) data are difficult to analyze, 3) moderators require special skills, 4) difference between the groups can be troublesome, and 5) groups may be difficult to assemble.

A problem that Babbie does not mention is the problem of group think. Group think occurs when the group, as a whole, develops an attitude about a topic that isn't necessarily the attitude of all the members of the group. Those members that don't share the group's opinion may be reluctant to share this with the rest of the group. This may skew the data.

Implementation

A single focus group comprised of five employees of The City of San Marcos was used for this study. All of the participants were director level management. The City Manager and Asst. City Manger also participated in the focus group as well. There were three men and two women.

The participants were chosen from a pool of fifteen directors that had participated in the 360-degree performance evaluation process. The 360 appraisal was suggested and initiated by the Director of Human Resources, who also participated in the focus group.

The group discussion was held at City Hall in San Marcos on March 2, 1999 and the duration of the discussion was about 45 minutes. The discussion was tape recorded and the data collection consists of the transcript of this taped conversation. The complete transcript is found in Appendix 1.

The researcher served as the moderator and introduced the project to by telling the group about why he had chosen the subject of 360-degree performance appraisal to research. After each question was presented before the group, there was a discussion about that question and any other related material. The moderator involvement was minimal.

The summary table found on the next page presents the essential components for each hypothesis, gives the questions that were asked during the focus group discussion, and gives the type of evidence that was expected to support that particular hypothesis.

Summary Table 4.1

Hypothesis	Question	Evidence
H 1 Compensation Issues	Q 1: If you were to pick one purpose for 360-degree evaluations, what would it be? Why?	Developmental purposes --greater morale at work --greater commitment
H 2 Empowerment	Q 2: What impact, if any, does the added responsibility of effecting a coworker's/supervisor's performance appraisal have on you?	Empowerment Greater productivity
H 3 Supervisory/Leadership Skills	Q 3: How does a 360-degree performance appraisal effect your supervisor's leadership skills?	Greater productivity Better communication Better decision making
H 4 Communication Between Coworkers	Q 4: How does a 360-degree appraisal effect communication between employees and thier coworkers?	Greater communication
H 4a Communication Between Employees and Supervisor	Q 4: How does a 360-degree appraisal effect communication between employees and the supervisor?	Greater Communication
H 5 Performance and Productivity Increases	Q 5: In what way does 1360-degree appraisal effect the productivity and performance of you and your coworkers?	Greater productivity Greater performance

Chapter 5

Results

Results

The results of the focus group are discussed in relationship to the set of working hypotheses which have been proposed. All the results are presented in narrative form. A complete set of transcripts can be found in Appendix one.

Hypothesis #1: 'Compensation Issues
360-Degree performance appraisal is most effective when used for developmental purposes and not for determining compensation decisions.

There was limited support for this hypothesis. Members of the focus group agreed with the fact that the 360-degree performance appraisal should not be tied to pay in any way.

I think too that procedurally one of the things that we did to make sure that people could give straightforward and honest feedback as possible is we detached money from the portion of the evaluation where directors were evaluating each other. So we made sure that as they were filling out these forms they weren't impacting someone's salary. In order to get honest feedback, we had to create some level of protection.

That was one thing **I** learned over and over again was that if an organization should enter into this kind of process it should not be for any kind of compensation because there's just too many things that can creep in about that if someone should just [inaudible] somebody else. They can get a pay cut or pay raise and not even know why. So that's very valuable right there.

Using the *360* appraisal for developmental purposes only is a key issue that must be dealt with if the appraisal is going to work. Workers should not have to be **afraid** that they are going to get a pay cut just because of what one of their coworkers may have said. The information provided needs to be as honest as possible if it is going to have any impact on the individuals performance and productivity.

Generally, people don't want to be responsible for getting a coworkers pay cut. If they rate a coworker, and that rating is completely candid, and the ratee looses some pay because of the feedback given, then the rater may feel a certain responsibility for this. This can adversely affect the ratees performance and productivity as well.

The information given through a *360* appraisal, such *as* strengths and weaknesses, can help each employee the information is taken seriously. Development of the staff can bring quality results to overall productivity and performance of the organization. If the information is tied to compensation, it can do harm to not only the ratee but the rater as well. To get completely honest and candid responses, the *360* appraisal shouldn't be tied to compensation decisions in any way.

Hypothesis #2: Empowerment

360-degree performance appraisal gives the employees more empowerment because of the added responsibility of effecting coworker's/supervisor's performance appraisal.

This hypothesis was not supported by the data. There was no mention of empowerment because of the added responsibility. The aspect that impacted the focus group in doing a 360 appraisal was honesty and appraising their **superior/coworker** accurately. It was mentioned that at the beginning of the appraisal process, some of the raters were going to **try** to evaluate their coworkers the way the raters would have wanted to be evaluated. After considering this **further** though, the raters realized that they needed to be honest with everyone that they evaluated. If the raters were honest and gave their **coworkers/supervisors** a true evaluation of their performance then there would be a better chance of that the coworker's performance **would** improve.

That's one thing I struggled with. I'm going to try to evaluate everybody like I would like to be evaluated. But then I have to rethink it and stop and say, "Am I really being honest with the answer that **I'm** giving?" But once I got to doing that and doing it, you the same way everybody, and I got to be more honest, I think with that, it made me reflect back on when I would read those questions and answer them and I'd think about myself too, and I'd see areas of weakness.

...what you're trying to do is help that person, not be mean to them.

Even though this hypothesis was not supported by the focus group, these results reinforce the fact that the rater must be completely honest with those that they are evaluating if the 360 appraisal is going to work. Just like the participant said, the focus is to help each individual out

and help them develop **as** a person and as an employee. If a rater is only concerned with being nice then they aren't helping anybody. They are only easing the strain on themselves.

It was also indicated that being honest could possibly get the raters thinking about their own performance as they were doing the evaluation. This kind of reflection on their own performance could pinpoint weaknesses of their own performance and possibly help to correct those weaknesses. When one can stand back and look at their own performance critically, only then can they realize their potential for growth and development.

Hypothesis #3: Supervisory/Leadership Skills
360-degree performance appraisal improves supervisory and leadership skills in supervisors.

This **was** limited support for this hypothesis. This 360 appraisal system used in the City of San Marcos is a quasi-360 appraisal because the directors that participated in the appraisal process were not able to receive evaluation from their subordinates. Since the directors were not able to receive evaluations from their subordinates, the supervisory skills that were observed were those of the city manager and assistant city manager.

I can tell you from my perspective it has a significant effect on your supervisory skills, because particularly when you have never been evaluated by the board member or peers, you tend to-I don't want to say discount their opinions about your management style, but you typically work to meet the expectations of those people to **whom** you're responsible-in my case it's to the council. **They** set guidelines and criteria for my performance,

theoretically anyway, and my performance tends to be geared more to what they're looking

for. Now that directors are part of my evaluation, I certainly want to pay

attention to their expectations. They were very honest and they were very helpful in

helping me identify some areas that I could improve in. I was personally glad to see it.

The data shows that the leadership skills are somewhat improved by the 360-degree
performance appraisal because of the open channel of communication that goes along with the
appraisal. The participant indicated that fellow coworkers were helpful in pointing out areas to
improve in which may not have been known before the appraisal was conducted. The
participant also mentioned that knowing the expectations of others also helped to increase
supervisory and leadership skills. Superiors need to know how they are performing and who
better to do that appraisal but their subordinates? If superiors take the feedback seriously, then
the appraisal can have tremendous impact on development of communication, supervisory
skills, and performance.

Hypothesis #4: Communication Between Coworkers
360-degree performance appraisal increases the communication between employees and their
coworkers.

There was limited support of this hypothesis. The members of the focus group agreed with
the fact that the 360-degree performance appraisal increases communication between each other.
With improvements to the communication channel, coworkers are able to help each other more
with their weaknesses and performance. This improved communication was the key benefit.
Their awareness about their communication style was affected. After they got over an initial

period where their defenses were up, they saw the feedback in a constructive sense.

Communication. Promotes better communication and understanding.

...communication improves performance. I think it has a profound ability to do that.

But the interaction that directors have with one another is something that we don't see, and the only way for them to get feedback on that interaction is to have some sort of performance system, evaluation system that gives them that feedback.

Communication is the only way to know if what you are doing is effecting someone else. If it is affecting them, how is it effecting them?

...sometimes you don't know how what you're doing is effecting somebody else, or what you're not doing is effecting somebody else. That really has helped us.

I think it creates an opportunity for that communication to get better because you've got some information now that **people** have given you. Quite a number of people went back after the evaluation and talked to their peers.

Better communication can make an environment more comfortable and get people involved. With better communication, walls start coming down and there is more interaction between the employees.

I mean, we've actually got directors that for years were extremely low key, typically didn't participate actively in the director's meetings. They're committee chairs now. I mean, they've really gotten involved, and I think the communications level has improved. I attribute it as a direct result of the **360-degree** evaluation process.

It indicates how important it is for individuals that they are perceived by their peers as being successful, and that they care about their performance in their work, that matters to them.

So according to the data, the 360 performance appraisal can play a significant **part** in improving the communication channels between coworkers in an organization. They might be able to talk more openly about their own performance as well as the **performance** of coworkers which could bring the organization closer together. This may make the work environment more conducive to better production.

A participant of the group indicated that the better communication helped them to know how their performance was effecting fellow coworkers. The communication can be more open to each other about what kind of consequences a particular individual's behavior has. That individual may not know that their behavior is affecting anyone else at the time. The behavior can be corrected before it gets any worse.

If individuals in an organization don't communicate and **try** to work out differences together then the organization as a whole will suffer. People will may not want to come to work. **Certainly** the level of trust between coworkers will not be very high. So improved communication not only helps in the development of the worker and **his/her** production but it helps in the overall development of the individual.

Hypothesis #4a: Communication Between Employees/Supervisor

360-degree performance appraisal increases the communication between employees and their supervisor.

There was limited support of this hypothesis. Once again, in the 360 appraisal employed by the City of San Marcos, there is limited upward feedback. The city manager and assistant city manager were the only ones that received upward feedback. So there is limited data on the effects of communication between employees and their supervisor. However, for the City of San Marcos, it was indicated that communication improved between the directors and the city manager and assistant city manager.

It's improved it in both directions. I've talked to someone who specifically said this is what my evaluation indicated, [inaudible] scenarios that you can point to or provide suggestions for improvement. And it's worked the other way. Directors have sat down and talked to me about their evaluations.

Well, it makes you think about the issues [inaudible] and it provides that-a vehicle for you to communicate with each other.

If the communication channel is not open or clear, then messages being sent and received can be perceived differently than what they are intended to be perceived.

Truly this gives us a tool to see how those communications are being perceived and received. I think I'm communicating in one manner and other people are receiving it in a totally different manner.

The communication between the employees and their superiors was improved by the 360 appraisal according to the data. The appraisal gives an opportunity to see how communication efforts are being perceived and received. If the communication between the superior and the subordinates is poor, then the superior will not know how he or any of his instructions are being received. The appraisal provides a way for superiors to know how subordinates perceive them and any suggestions that they subordinates have for improvement.

Hypothesis #5: Increases Productivity and Performance

360-degree performance appraisal increases productivity and performance of employees in the work place.

There was indirect support for this hypothesis. The City of San **Marcos** has not officially measured the productivity of those that participated in the 360 appraisal so it could not be concluded that productivity and **performance** increases due to the 360 appraisal. However, it was indicated that the respondents found that due to an increase in communication attributed to the 360 appraisal, productivity improved.

I think that anytime you improve communications, you have to believe that you somehow, even inadvertently, improve productivity levels because we all-we interact on such a routine basis around here and sometimes don't even realize we're interacting or affecting other people's business.

At first, I think when most of the directors got this they took a lot of it real personally. There was some bad feelings because they thought it was aimed at them. But I think when we all got through it that it was aimed at improving everybody's performance.

Our original concept was that we would just do a straight rating. And the consultant had us do the kind of rating where you say, "here's how this person does exhibit this and here's how often they should," and so it gave us an opportunity to look at the areas that we needed to improve.

The 360 appraisal can provide the perceptions that improve productivity. The interaction and improved communication coworkers and superiors have that comes from doing a 360-degree performance appraisal can give the opportunity to look where improvement is necessary.

The workers may take the feedback personally. If everyone is honest though, and not trying to be cruel, then this feedback can help the individual look to see what they need to improve on. Everyone involved in the appraisal process must realize that the focus is on individual performance and productivity, and the improvement of that productivity. It is not on individual personalities or issues that are between coworkers. Once this is fully understood, then the information and feedback received from the 360 appraisal can start to improve performance.

Summary of Findings

Although not all the hypotheses were supported, the research seemed to indicate some inherent value in the 360-degree performance appraisal. The data show that four of the six proposed hypotheses showed limited support by the focus group. The hypotheses that had limited dealt with using the 360 appraisal for developmental purposes only, the 360 appraisal

improving the **supervisory** and leadership skills of supervisors, the 360 appraisal improving communication between coworkers, the 360 appraisal improving the communication between subordinates and their supervisor, and the 360 appraisal increases productivity and performance in the workplace. The hypothesis that showed indirect support dealt with performance and productivity improvement. The hypothesis that failed to be supported dealt with the employees feeling more empowered because of the added responsibility of affecting a coworkers appraisal.

Summary Table 5.1

Hypothesis	Evidence
Hypothesis #1 Compensation Issues	Limited support.
Hypothesis #2 **Empowerment**	Failed to support
Hypothesis #3 Improves supervisory and leadership skills	Limited support.
Hypothesis #4 Increases communication between coworkers	Limited support.
Hypothesis #4a **Increases** communication between employees and their supervisor	Limited support.
Hypothesis #5 **Increases** productivity and performance	Indirect support.

The reason that there was only limited support for the hypotheses as opposed to strong support is due to the fact that there was only one organization and one focus group from that organization that was involved in this research project. The limitations of this study will be discussed in the next chapter.

Even though there was just limited support for the hypotheses, the focus group maintained a general approval of their 360-degree performance appraisal system. The City of San Marcos' 360 appraisal system showed limited support that a 360-degree performance appraisal system shouldn't be tied to compensation. This is consistent with what the literature says about 360 appraisal in general. If the appraisal is not tied to compensation decisions then the evaluators may be more candid and honest.

There was also limited support for the 360 appraisal system that San Marcos used increasing the supervisory/leadership skills. This is because the city manager was able to see where his weaknesses were and where he needed to improve his performance through the feedback he received from the directors below him.

There was limited support for increased communication between coworkers and between coworkers and the city manager. The channel of communication opened up because of the 360 appraisal. The participants were able to see how the messages they were sending to their coworkers were be received.

The open communication channel is indirectly responsible for the perceived increase in performance and productivity. Even though productivity has not been measured quantitatively by the City of San Marcos, there was perceived to be an increase in performance due to the open communication channel. More communication meant that the participants got feedback from their peers, supervisor, and subordinates as to their strengths and weaknesses. The participants then could improve their performance because they had the information needed to make the improvements.

Chapter 6

Conclusion

Conclusion

This research yielded some information that can be useful to not only public organizations but to private organizations as well. The 360-degree performance appraisal system used in the City of San Marcos helped the organization in many ways such as supervisory skill improvement and communication improvement. The traditional **top-down** appraisals lack many of the qualities of the 360-degree performance appraisal.

The traditional top-down performance appraisals do not address the communication between the employees and the supervisor. In a 360 appraisal, there is vital feedback given to the supervisor by the subordinate. The subordinate can pinpoint certain skills that the supervisor needs to improve upon. If the supervisor doesn't know what is wrong then how can **he/she** fix it? Not only will this help the supervisor improve their supervisory and leadership skills but it will also help facilitate better working relations between the subordinates and the supervisor. If the subordinates feel that they can be honest with their supervisor then they will feel more comfortable at work which will increase performance.

Top-down appraisals only focus on feedback from the supervisor and don't have anything to do with feedback from other coworkers. Feedback **from** other coworkers is useful because most people want to held up in high regard by their peers and coworkers. They want to know that their coworkers think that **his/her performance** is holding up to expectations and they are pulling their share of the load. Sometimes the supervisor is not in a position to know how each individual is performing. **A** person's coworkers can hold **him/her** accountable for not meeting

expectations that the supervisor may not be able to do. This can open up **communication** between coworkers and perhaps make the work environment more relaxed.

The 360 appraisal can also help individuals recognize strengths and weaknesses of their coworkers. If an individual has a weakness in a certain area that a coworker has a strength in, those two individuals can work together to be more productive. This will not only help the organization's performance but will help each individual as well.

The 360-degree performance appraisal has the potential to improve **performance**. In the City of San Marcos, even though performance improvements due to the 360 appraisal have not been quantified, there is a general sense by the participants that the performance has been increased because of increased communication. The participants were able to view their job differently and make changes that needed to be made. The 360 appraisal gave the directors insight about how to improve their performance that they wouldn't have had if they hadn't done the 360 appraisal. The 360 appraisal facilitated a kind of communication they may not have had before hand.

The 360 appraisal system that the City of San Marcos used was not a typical 360-degree performance appraisal system. That does not mean that it didn't provide some benefits that was useful to the organization. The main thing that the 360 appraisal system **San** Marcos used did was it improved communication for those that participated in the appraisal. This improvement in communication efforts then trickled down to benefit other areas such as a perceived increase in productivity/performance and supervisory skills.

There is one limitation that the 360 appraisal system used in the City of San Marcos has though. It is understood that the 360 appraisal system may still be in preliminary stages. So this recommendation could also be seen as preliminary. It is recommended that the City of San Marcos extend the 360 appraisal system on to the individual departments. There are some benefits that could come from this extension.

Since the current system doesn't give the directors feedback from their subordinates they may not know how they are seen and perceived from below. Upward feedback would have the potential to yield results that would be beneficial to all the directors. The directors could see how they are being perceived from below and get a different perspective as to what their strengths and weaknesses are. The directors then would not only be getting information from the city manager and from other directors but they would be getting information fiom below as well.

Another possible benefit that could come fiom extending the 360 performance appraisal to each of the director's departments is the information that the director's subordinates would receive from their coworkers and from their director. The subordinates could benefit fiom the same information that the directors benefited from when the directors participated in the 360 appraisal. The directors could benefit fiom the same information that the city manager benefited from.

The City of San Marcos used the 360-degree performance appraisal as a tool to improve communication. This improvement then effected other areas that were then improved or perceived to have been improved. The City of San Marcos is still using the 360-degree performance appraisal. The more they use it, the more they will be able to pinpoint places that improvement are necessary. If they extend the appraisal down to the rest of the organization, the appraisal has the potential to help the entire organization, not just the directors and managers, with issues that could improve performance, communication, and supervisory skills.

Limitations of The Study

There are a couple of limitations of this research project that must be acknowledged. First, there is a reason only one focus group was interviewed about the 360-degree performance appraisal. The 360 appraisal is relatively new so it is still being researched. This performance appraisal though is primarily used in the private sector. The researcher even had some doubt that he would find any public entity employing the 360-degree performance appraisal. After a period of investigation, the researcher could only find one public organization that was employing 360 appraisal, The City of San Marcos. Due to time constraints and schedule conflicts of those individuals that participated in the 360 appraisal, only one focus group could be interviewed from this organization.

For future research, the researcher would recommend that more than one focus group be used to collect data. Also, if possible, more than one organization should be researched. In this case, there was only one public organization found that was involved with the 360 appraisal so options were limited.

Appendix One

Transcript of Focus Group Interview

My research is focused on 360 degree performance appraisals. This a piece of research that I need to do for graduation. So, I guess the first question is, if you were going to pick one purpose for a 360 degree evaluation, what would it be and why?
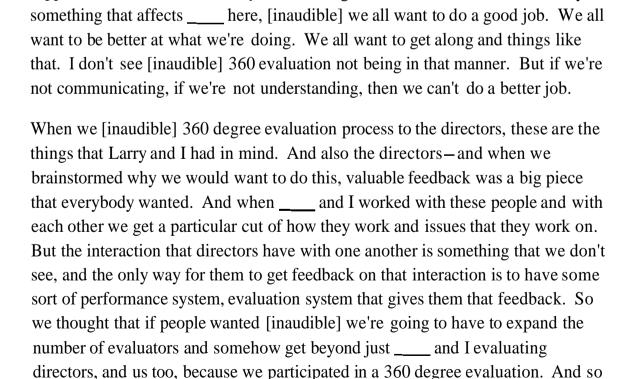
Communication. Promotes better communication and understanding.

And I would add to that, I agree-communication [inaudible] improves performance. I think it has a profound ability to do that.

Somebody else?

I agree with improving performance. That's what performance evaluations are supposed to be about. But many times—I'll go back to communications. I may do something that affects _____ here, [inaudible] we all want to do a good job. We all want to be better at what we're doing. We all want to get along and things like that. I don't see [inaudible] 360 evaluation not being in that manner. But if we're not communicating, if we're not understanding, then we can't do a better job.

When we [inaudible] 360 degree evaluation process to the directors, these are the things that Larry and I had in mind. And also the directors—and when we brainstormed why we would want to do this, valuable feedback was a big piece that everybody wanted. And when _____ and I worked with these people and with each other we get a particular cut of how they work and issues that they work on. But the interaction that directors have with one another is something that we don't see, and the only way for them to get feedback on that interaction is to have some sort of performance system, evaluation system that gives them that feedback. So we thought that if people wanted [inaudible] we're going to have to expand the number of evaluators and somehow get beyond just _____ and I evaluating directors, and us too, because we participated in a 360 degree evaluation. And so

we were like, but if we wanted to improve our performance we were going to have to also expand the number of evaluators.

[inaudible] a big difference in all of this is we felt good about doing it. We did--everybody did everybody. You know, all of the directors evaluated each other. A lot of times [inaudible] fifteen of us—a lot of times you won't have that many. But we really thought [inaudible]. It seemed to be overwhelming at the beginning, but I do think it was worthwhile. Because along with what _____ said, sometimes you don't know how what you're doing is effecting somebody else, or what you're not doing is effecting somebody else. That really has helped us.

Great. Some of these may overlap. I don't know—y'all may say something and realize that it may pertain to the next question, but what impact, if any, does the added responsibility of affecting a co-worker or a supervisor's performance appraisal have on you? Is there any impact that you feel filling out a performance appraisal on someone else? Does it impact you in any way? With that added responsibility-does that effect you in any way?

We had to think about it. We have to think about it in a positive [inaudible] and I think [inaudible] what you're trying to do is help that person, not be mean to them. So...

I agree. That's one thing that I struggle with a little bit. [inaudible] I'm going to try to evaluate everybody like I would like to be evaluated. But then I have to rethink it and stop and say, **"Am** I really being honest with the answer that I'm giving?' But once I got to doing that and doing it, you know, the same way everybody, and I got to being more honest, I think with that, and even it made me reflect back on when I would read, those questions and answer them, I'd think about myself, too, and I'd see areas of weakness and I thought, "Well, I'm probably doing okay on this, but I can see that in myself, too, and [inaudible] more attention to that.

I think, too, procedurally one of the things that we did to make sure that people could give straightforward and honest feedback as possible is we detached money from the portion of the evaluation where directors were evaluating one another. So we made sure that as they were filling out these forms they weren't impacting

someone's salary. In fact, we have [inaudible] director's committee that designed both the instrument and the process. So that was one of the issues that came up very early on is that in order to get [inaudible] had to create some level of protection.

That was the big thing [inaudible] in the literature. That was probably the one key element that I learned over and over again was that if an organization should enter into this kind of a process, it should not be for any kind of compensation, because there's just too many things that can creep in about that if someone should just [inaudible] somebody else. They can get a pay cut or pay raise and not even know why. So that's very valuable right there.

I don't know if—I'll just go ahead and ask this next one. How does a 360 degree performance appraisal affect your supervisor leadership skills? I don't know if everybody that did this is on the same level or...

Well, pretty much [inaudible] with the exception of —— and me, we [inaudible] I can tell you from my perspective it has a significant effect on your supervisory skills, because particularly when you have never been evaluated by the board members or peers, you tend to—I don't want to say discount their opinions about your management style, but you typically work to meet the expectations of those people to whom you're responsible—in my case it's to the council. They set guidelines and criteria for my performance, theoretically anyway, and my performance tends to be geared more to what they're looking for. Now that directors and ____ are part of my evaluation, I certainly want to pay attention to their expectations. They were very honest and they were very helpful in helping me identify some areas that I could improve in. I was personally glad to see it.

How does a 360 degree appraisal affect communication between employees and co-workers?

I think it creates an opportunity for that communication to get better, because you've got some information now that people have given you [inaudible] quite a number of people went back after the evaluation and talked to their peers. I got this feedback—it was anonymous, so nobody knew what ____ said specifically, but people [inaudible] said I have some feedback on my verbal communication skills. Can you give me some examples of where I need to build on that? So I

think it creates an opportunity and a platform so people have some real meaningful discussions.

[inaudible] I mean, we've actually got directors that for years were extremely low key, typically didn't participate actively in director's meetings. They're committee chairs now. I mean, they've really gotten involved, and I think the communication level has improved. I attribute it as a direct result of the 360 evaluation process.

All right. I guess I could pose this question to you, _____. How does a 360 degree appraisal affect communication between employees and supervisors?

It's improved it and improved it in both directions. Again, I'm certainly conscious of what they believe my performance is as a result of this evaluation process. [inaudible] other people doing. I've talked to someone who specifically said this is what my evaluation indicated, [inaudible] scenarios that you can point to or provide suggestions for improvement. And it's worked the other way. Directors have sat down and talked to me about their evaluations. I think that question is certainly applicable throughout all of the organization. I think the directors share that—they all have subordinates of their own. So... Now, we didn't include the **director/subordinates** in the 360 process this time, but some of them did that independently. But I still think this made a difference, and they can speak to that, but...

I think it provides a good vehicle to do that. Well, it makes you think about the issues [inaudible] and it provides that—a vehicle for you to [inaudible] with each other. And we've had an **awful** lot of kidding going on and continue to do it—you know, you're not being very [inaudible]." You know, we do that all the time. It adds some [inaudible]. We all know when somebody says that what they're saying. But it's giving that opportunity to maybe talk with each other and—sometimes it's really very informal. A lot of times when you're having something that you're laughing about together [inaudible] it's more important than a joke.

If you joke or talk about it it keeps that on your mind during the forefront, too, and not let you try to go back to the way you used to do things or try to do better [inaudible] on the things that were brought up [inaudible] aware of.

In what way does 360 degree appraisals affect the productivity and performance of you and your co-workers?

I think it increases [inaudible] teamwork [inaudible] that team concept. [inaudible] It's always there.

I don't know if we actually quantify the impact in terms of productivity. Well, I know we haven't. But I think that [inaudible] anytime you improve communications, I have to believe that you somehow, even inadvertently, improve productivity levels, because we all—we interact on such a routine basis around here and sometimes don't even realize we're interacting or affecting other people's business. But when you communicate and the line of communications [inaudible] accessible and clear, it has to [inaudible].

Anybody else on productivity or performance?

I would just add that one of the very specific goals of having [inaudible] teamwork at the director level. We had some specific meetings and areas that we wanted to improve teamwork on. I would say that we received success in those areas and that people—I understand that the expectations, for sure, from ____ and I is that we will solve problems with the team and that we want that team to be a place where people are comfortable bringing problems that have a citywide impact. And I think what we've seen from that is more use of small team [inaudible] and also just better communications within the larger [inaudible]. But from our perspective [inaudible].

And that was directly attributable to 360?

I think it was because it was the one thing that we identified as an area that needed work on the 360. One of the things that we did in the debriefing afterwards was we divided the scores that ____ and I had and then the scores that everybody had—[inaudible] and then ____ and mine--ours consistently showed that we were specifically looking for better communication as team members. So I think it was very clear that that was the area that we were looking to [inaudible].

Right. If it would be possible just to kind of go around the table and kind of sum up a minute. If y'all have any thoughts that y 'all haven't thrown out about this process, just about the overall system. If you think it's worthwhile for a company

or an organization that does not have this in place. If you think it's worthwhile for them to implement it. Like she said, if you think it helped out, you know, if there was anyplace that y'all think it helped out that were not addressed in any of these questions. I would open it up to that.

[inaudible]. Well, let me say that different levels are—I can see it working differently at different levels of the organization. By that I mean, at the director level, every one of them is pretty strong willed. I mean, we have a lot of control of our own individual areas and are used to being somewhat forthright in our communications with our staff. And so when we're communicating outside of the realm of our area of control, that's more difficult for a lot of us. Truly, this gives us a tool to see how those communications are being perceived and received. To me it's always kind of enlightening to hear that because I think I'm communicating in one manner and other people are receiving it in a totally different manner. Obviously, I'm not communicating in an appropriate fashion, so it kind of gets me to pause and say, "Okay, [inaudible]." [inaudible] To me it probably forces that—forces [inaudible].

When we first started this I know everybody was a little antsy about taking a look at it. I know some of the ones got [inaudible] when I was evaluated, there was 12 or 14 people there and you don't really, you know, I wonder who thought this of me and, because you don't know who it is, but you know they're out there. Little easier, [inaudible] two of them. Well, I don't know which one it was, but it was one of them. [laughter] At first, I think when most of the directors got this they took a lot of it real personally. There was some bad feelings because they thought it was aimed at them. But I think when we all got through it that it was aimed at improving everybody's performance and when I was looking—well, I don't know if the Chief of Police has good written skills. He's never written me a memo yet. I'm sure he can spell pretty well, but... And I wouldn't know how I would evaluate him on that. But I think it was just to get you sort of thinking about those individuals and the differences in between the different individuals and make you more of aware of them and bring it to the forefront so that we could communicate more about it.

Well, I think one of the things it did, because most of us [inaudible] he's the new kid on the block—but most of us have worked together for a very long time. And so we kind of think we know how the other person thinks. [inaudible] But this

kind of opened up. It really made you reflect on yourself. [inaudible] may not be doing this [inaudible]. Because we may be a little stale, I think, because we have worked together so long. You think you know how that other person's going to react in any given situation. [inaudible]

I think it's been a real successful process. Two things that I think were a great help is one that we had a group of [inaudible] that tell us [inaudible]. And so we were able to have real detailed information. It wasn't something that ____ and I designed and we through out there. Everybody was [inaudible]. We brought the instrument back [inaudible] several times before we ever finalized it. So people were comfortable with what was going to be happening, or at least they were knowledgeable, let me say that, there was a level of discomfort. But they were knowledgeable about what was going to happen. And the other thing that we did—and the consultant talked us into it, actually, and that was to use a gap analysis. Our original concept was that we would just do a straight rating. And he had us do the kind of [inaudible] where you say, "Here's how this person does exhibit this and here's how often they should," and so it gave us an opportunity to look at the areas that we needed to improve. Because on a scale of one to five, if you're a three, you need to be a three, you're in good shape. But if you're a three and you need to be a five, that would [inaudible] and I think that was a real valuable way of designing this instrument for us.

There's really very little else for me to add. I think these comments are excellent. One of the things that we [inaudible] talked about—____ mentioned it on a couple of occasions—is the preparation for this. I just don't think it's something that we could successfully [inaudible]. I think it has to be done in a very systematic way. As far as that we had consultants to help us with the process who also spent some time at the beginning of the processing explaining the detail to the staff, and then after the fact, after we had already completed [inaudible] he then came in and spent a full day [inaudible] and helping us understand what these ratings mean. As ____ said, there was some discomfort, ____ indicated that there were even—that there were some hurt feelings about some of the ratings. People took it very personally. And in one sense I think that's good. I think it indicates how important it is for individuals that they are perceived by their peers as being successful, and that they care about [inaudible] performance in their work, that that matters to them. So I believe that it was a good thing, the discomfort, just because

it was reassuring to me that everybody cared enough about their job. And I don't mean about the security of the job, but about the [inaudible] performance in their job. [inaudible] I think the whole process—and it's not over, it's an ongoing process. I think it's been very successful, and I was a skeptic. I'll be the first to say that I was not one who jumped up and down to do this. But I think once you've spent enough time being educated about how it's done and the value of the program, I am thrilled to death that we're doing it in our organization and would encourage others to do likewise.

Great.

One other thing I'd like to say.

Do we all get to [inaudible]?

Sure. [laughter] I think you did a really good [inaudible] we did at the debriefing for [inaudible]. We haven't talked about that. But we did a retreat and we had a consultant that was talking about the—he gave us all the information, what it all meant, but we also had a person there who did some [inaudible] exercises, which really reinforced what they were trying to say about humor, because all of the exercises we did had to do with teamwork. So we interspersed those days at the retreat with getting the information and going, "Oh, my God, they all hate me," to playing—to playing some games, really. To do some little games which were fun. I think that was a really important component. I don't know that—I've never read anything about [inaudible], but I think that was a good [inaudible].

Great. I never even thought about that. Thank you. Anything else? We've pretty much covered everything that I wanted to...

Appendix Two

Survey Instrument Used By

The City of San Marcos

Subject: Reference Number: 5   **Self**

Please take a few minutes to complete this survey about your day-to-day practices.

As you complete this survey. please remember:

You will be asked to answer TWO QUESTIONS for each of the behaviors:

"How often does it occur?"   — You should indicate how often you perform the behavior now.
"How often should it occur?"   — You should indicate how often you should perform the behavior.

Be sure to answer BOTH QUESTIONS for each practice.
There are no "Right" or "Wrong" answers. Just try to be fair and honest.

> **RETURN
> AS SOON AS POSSIBLE**

Please complete this survey based upon your interactions with others.

Choose ONE in EACH Column

	PERFORMANCE	EXPECTATIONS

PERFORMANCE: How often do you...
EXPECTATIONS: How often should you...

Column headings (both PERFORMANCE and EXPECTATIONS): Almost Never, Sometimes, Generally, Almost Always, Always

1) Perform high quality work?
2) Perform accurate work?
3) Attack problems in a logical and orderly manner?
4) Make decisions that reflect sound business judgement?
5) Achieve results when assigned a specific task?

6) Demonstrate the ability to handle multiple tasks successfully?
7) Demonstrate a commitment to the team mission and goals?
8) Speak positively of team members?
9) Actively support the decisions the team makes?
10) Coordinate priorities with other departments?

11) Act approachable and willing to listen to others?
12) Attempt to resolve differences or conflicts fairly?
13) Communicate ideas in a clear and understandable manner?
14) Write in a clear and concise style?
15) Develop new and creative methods on own?

16) Demonstrate patience when explaining new and complex information?
17) Handle differences of opinion or conflict effectively?
18) Take risks (and experiment) to develop new and better methods?
19) Seek win win solutions to problems?
20) Act in an honest and ethical manner?

21) Display trust by openly sharing information?
22) Develop workable plans to achieve key goals?

PERFORMANCE   **EXPECTATIONS**
COMPLETE BOTH COLUMNS

Please complete this survey based upon your interactions with others.

Choose ONE in EACH Column

PERFORMANCE   **EXPECTATIONS**

PERFORMANCE: How oflen do you...
EXPECTATIONS: How oflen should you...

-Almost Never -Sometimes -Generally -Almost Always -Always

23) Keep promises and commitments? ....

24) Challenge ineffective practices, methods, procedures? ....

25) Accept accountability for the performance and outcomes of own team or department? ....

26) Demonstrate awareness of expenses and costs? ....

27) Work with customers to anticipate future needs? ....

28) Build effective relationships with citizens? ....

29) Build effective relationships with other departments? ....

30) Offer help (rather than excuses) when presented with special request? ....

31) Respond quickly to customer requests? ....

PERFORMANCE   **EXPECTATIONS**

COMPLETE BOTH COLUMNS

Bibliography

Antonioni, David. "The Effects of Feedback Accountability on Upward Appraisal Ratings." Personnel Psychology 47 1994: 340-356

Atwater, Leanne, Paul Roush, and Allison Fischthal. "The Influence of Upward Feedback on Self and Follower Ratings of Leadership." Personnel Psychology 48 1995: 35-59.

Babbie, Earl. The Practice of Social Research. New York: Wadsworth Publishing Company, 1995.

Bemardin, John H. "Subordinate Appraisal: A Valuable Source of Information About Managers." Human Resource Management 25(3) 1986: 421-439.

Bemardin, John H. and Richard W. Beatty. "Can Subordinate Appraisals Enhance Managerial Productivity?" Sloan Management Review Summer 1987: 63-73.

Bemardin, John H., Sue A. Dahmus, and Gregory Redmon. "Attitudes of First-Line Supervisors Toward Subordinate Appraisals." Human Resource Management 32(2&3) 1993: 315-324.

Cascio, Wayne F. Managing Human Resources. New York: McGraw-Hill, Inc., 1995.

Cadwell, Charles M. Powerful Performance Appraisals. Franklin Lakes: Career Press, 1995.

Condrey, Stephen E. "Qualitative vs. Quantitative Performance." Review of Public Personnel Administration Summer 1994: 45-59.

Daley, Dennis M. "Pay for Performance, Performance Appraisal, and Total Quality Management." Public Productivity and Management Review 16(1) 1992: 39-51.

Dalton, Maxine A. "Best Practives: Five Rationales for Using 360-Degree Feedback in Organizations." Maximizing The Value of 360-Degree Feedback. 59-78.

Debare, Ilana. (1997, May) 360 Degrees of Evaluation More Companies Turning to Full-Circle Job Reviews. *The San Francisco Chronicle* [Newspaper, selected stories on line] Retrieved October 20, 1998 from the World Wide Web: www.stgate.com/cgigin/article.cgi?file=/chronicle/archive/1997/05/05/BU65200.DTL.

Eckes, George. "Practical Alternatives to Performance Appraisals." Quality Progress November 1994: 57-60.

Fleenor, C.P. and M.P. Scontrino. _Performance Appraisal: A Managers Guide_. Dubuque: Kendall/Hunt Publishing Company, 1982.

Fox, Shaul, Zeev Ben-Nahum, and Yoel Yinon. "Perceived Similarity and Accuracy of Peer Ratings." _Journal of Applied Psychology_ 24(5) 1989: 781-786.

Grote, Dick. _The Complete Guide to Performance Appraisal_. New York: American Management Association, 1996.

Harris, Michael M. and John Schaubroeck. "A Meta-Analysis of Self-Supervisor, Self-peer, and Peer-Supervisor Ratings." _Personnel Psychology_ 41 1988: 43-62.

Hazucha, Joy F., Sarah A. Hezlett, and Robert J. Schneider. "The Impact of 360-Degree Feedback on Management Skills Development." _Human Resource Management_ 32(2&3) 1993: 325-351.

Kaplan, Robert E. "360-Degree Feedback PLUS: Boosting the Power of Co-worker Ratings for Executives. _Human Resources Management_ 32(2&3) 1993: 299-314.

Lepsinger, Richard and Anntoinette D. Lucia. "360 Feedback and Performance Appraisal." _Training_ September 1997: 62-70.

London, Manuel and Arthur J. Wohlers. "Agreement Between Subordinate and Self-Ratings In Upward Feedback." _Personnel Psychology_ 44 (1991): 375-390.

London, Manuel and James W. Smither. "Can Multi-Source Feedback Change Perceptions of Goal Accomplishment, Self-Evaluations, and Performance-Related Outcomes? Theory-Based Applications and Directions for Research." _Personnel Psychology_ 48 (1995): 803-838.

London, Manuel, James W. Smither. Nicholas L. Vasilopoulos, Richard R. Reilly, Roger E. Millsap, and Nat Salvemini. "An Examination of the Effects of An Upward Feedback Program Over Time." _Personnel Psychology_ 48 (1995): 1-34.

London, Manuel and Rchard W. Beatty. "360-Degree Feedback as a Competitive Advantage." _Human Resource Management_ 32(2&3) 1993: 353-372.

Morgan, David L. _Focus Groups as Qualitative Research_ Thousand Oaks: Sage Publications, 1997.

Piatt, Le Ann E. "Analysis of Municipal Government Performance Appraisal Systems." Masters Applied Research Project, Southwest Texas State Univ., Spring 1998

Reilly, Richard R., James W. Smither, and Nicholas L. Vasilopoulos. "A Longitudinal Study of Upward Feedback." Personnel Psychology 49 (1996): 599-612.

Rowland, Virgil K. Evaluating and Improving Managerial Performance. New York: McGraw-Hill Publishers, 1970.

Saavedra, Richard and Seog K. Kwun. "Peer Evaluations in Self-Managing Work Groups." Journal of Applied Psychology 78(3) 1993: 450-462.

Schultz, Duane P. and Sydney Ellen Schultz. Psychology and Work Today. New York: MacMillan Publishing Company, 1994

Shields, Patricia M. "Pragmatism as Philosophy of Science." Research in Public Administration Vol. 4, 1998: 199-230.

Smith, Howard P. and Paul J. Brouwer. Performance Appraisal and Human Development Menlo Park: Addison-Wesley Publishing Company, 1977.

Tornow, Walter M. "Editors Note: Introduction to Special Issue on 360-Degree Feedback." Human Resource Management 32(2&3) 1993: 211-219.

Tornow, Walter M. "Forces That Affect the 360-Degree Feedback Process." Maximizing the Value of 360-Degree Feedback. 78-101.

Tornow, Walter M and Manuel London. (Eds.) Maximizing the Value of 360 Degree Feedback. San Francisco: Jossey-Bass Publishers, 1998.