# Feedback on 360 Degree Leader AZIMUTH Check Assessment Conducted at Fort Clayton, Panama
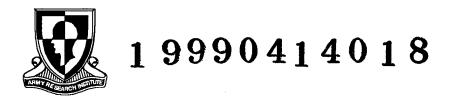
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U.S. Army Research Institute
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# NOTICES

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**13. SUPPLEMENTARY NOTES**

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**14. ABSTRACT** *(Maximum 200 words)*:

This report documents military and civilian leaders' reactions to a multi-rater assessment of their leadership behaviors. The 80 targeted leaders were commissioned and non-commission military officers, and GS-9 to GS14 civilian leaders at Fort Clayton, Panama. After completing the Leader Azimuth Check and receiving feedback, they were asked to complete a survey designed to assess 1) perceptions of trust and the fairness in the multi-rater process, 2) reported understanding of the multi-rater process, 3) beliefs about the accuracy and appropriateness of the sources of feedback and 4) self-efficacy and intentions for change in leadership behaviors. An overview of the responses to the survey are recorded in this report. Subordinates were overwhelmingly viewed as the most valuable source of feedback. Eighty three percent reported that they would use their feedback to monitor and develop their leadership. Motivation to change leadership behavior was best predicted by the extent to which leaders believed the feedback they received was new information. Trust in the confidentiality of the multi-rater process was high, as was the reported understanding in the purpose and methods of the 360. Perceptions of fairness and satisfaction were moderate to high. Perceptions of fairness and accuracy predicted satisfaction with the multi-rater process. Other predictors are mentioned in the report. Implications and recommendations are provided.

**15. SUBJECT TERMS**

Leader Azimuth Check, multi-rater assessment, multi-rater process

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# Feedback on a 360 degree Leader AZIMUTH Check assessment conducted at Fort Clayton, Panama

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# Feedback on a 360 degree Leader AZIMUTH Check assessment conducted at Fort Clayton, Panama

## Introduction

In September of 1998, the Quality Improvement Office of the Theater Support Brigade at Fort Clayton, Panama first contacted the U.S. Army Research Institute at Fort Leavenworth, KS requesting information pertaining to the Leader Azimuth Check instrument. This instrument is based on Army leadership doctrine and is designed to assess leadership behaviors from the perspective of self, subordinates, peers and superiors (See Appendix A). The Quality Improvement Office under Colonel Richard Thomas also requested assistance in the processing and interpretation of 360 degree feedback assessment for their military and civilian employees. The U.S. Army Research Institute responded by agreeing to process data from the Leader Azimuth Check instrument and to provide the interpretation and counseling of the feedback to the leaders who had been selected for assessment.

ARI mailed the surveys to Fort Clayton in October 1998. The Quality Improvement Office was responsible for determining the subordinate, peer, and superior raters for each targeted leader and for distributing the surveys. These individuals were given oral and written instructions for completing the multi-rater assessment. Subsequent inquiries indicated that some bilingual civilian subordinate raters had difficulty with the instructions and the language used in the survey (particularly the reverse coded items, i.e., the undesirable behaviors). It should also be noted that surveys were completed in the context of a 100% drawdown, with most participants expecting to be working somewhere else by July of 1999. Surveys were completed by November 10th and mailed back to ARI for analysis.

Thirty seven commissioned and non-commissioned military officers and approximately 40 civilians completed the Leader Azimuth Check. Generally one superior, at least 2 peers and at least 2 subordinates (in some cases as many as seven peers and six subordinates) also completed the Azimuth for the targeted leader. This feedback was processed and interpreted in December 1998. Not all leaders were available for feedback interpretation (due to temporary duty travel, or recent change in duty station).

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Finally, the Quality Improvement Office distributed a follow-up survey intended to assess perceptions about the multi-rater process. These were completed anonymously. The duration of time between feedback interpretation of Azimuth results and the follow-up survey varied. The follow-up was designed to assess 1) perceptions of trust and fairness in the multi-rater process, 2) understanding of the multi-rater process, 3) beliefs about the accuracy and appropriateness of the categorical source of feedback, and 4) self-efficacy and intentions for change in leadership behaviors. (See Appendix B). Due to holiday breaks and TDYs, the follow-up surveys were collected at varying times by the Quality Improvement Office. In January 1999, a total of 54 completed follow-up surveys were received and analyzed by ARI.

| Targeted Leaders Rank and Grade | Count |
|---|---|
| **Commissioned Officers** | |
| Colonel | 1 |
| LTC | 7 |
| Major | 9 |
| Captain | 7 |
| | |
| **Non-commissioned Officers** | |
| Chief Warrant Officer 4 | 2 |
| Command Sergeant Major | 3 |
| First Sergeant | 8 |
| | |
| **\*\*Civilian Leaders range in grade level from GS9-GS14** | 40 |

Interesting findings with Azimuth follow-up survey

Subordinates were overwhelmingly viewed as the most valuable source of feedback.

Responses in the follow-up survey indicate that subordinates feedback was the most valuable source of information. A higher percentage of targeted leaders (58%) viewed their subordinates as the most valuable source of information as compared to the 10% who believed superiors and 6% who believed peers were the most valuable source of information.

Subordinates were viewed as an appropriate source for information concerning leadership skills by 93% of the targeted leaders. Superiors were also viewed as appropriate source of information by 92%, however peer feedback was only deemed appropriate by 63% of respondents.

In terms of the accuracy of assessment, 82% believed their subordinates' feedback was an accurate reflection of their leadership. Eighty three percent also believed that their superiors feedback was accurate whereas, only 65% believed peer feedback was accurate.

These data can be interpreted in at least two ways. On the one hand, a number of people have questioned the appropriateness of a multi-rater assessment process within the military. This argument is that encouraging subordinates to assess their superiors may be detrimental to discipline and order. On the other hand, results suggest that at least within this organization, subordinate feedback is not a problem. However, we must remember that over half of the participants (and an unknown proportion of the follow-up respondents) were civilians.

A second interpretation drawn from these data is that positive responses to subordinate feedback (and the somewhat indifferent reception of feedback from other sources) is an accurate reflection of the structure of this organizational unit. Virtually all targeted leaders received assessments from one superior. In the feedback sessions, targeted leaders showed the least interest in superior's feedback; many said "no surprises there." Additionally, there were indications of inflated (non-informative) ratings from superiors compared to other sources. Perhaps targeted leaders are accustomed to mostly positive ratings from superiors, as anything else is unusual given the evaluative setting in which ratings are usually received. Targeted leaders also received input from at least two peers, however, many commented that their peers could not be and were not aware of their daily routines and behaviors due to the diversity in duties and locations. Thus, the input from subordinates, which is not usually readily available was received with the most interest.

Motivation to change leadership behaviors

Between 76% and 79% of respondents reported that participating in the 360 assessment has motivated them to re-examine/change their leadership behavior (depending on how the question was asked). Eighty-three percent report that they will use their feedback to monitor and develop their leadership. Most leaders (83%) felt that there were resources readily available to assist them in self-development. Eighty- three percent also felt capable of implementing the changes which the feedback indicated were necessary, and 83% reported that their current working climate allowed for self development.

Motivation to change was best predicted (using regression analyses) by the extent to which leaders believed the feedback they received was new information. Similarly, those who

deemed feedback to be valuable were more likely to be motivated to change. A third good predictor of motivation to change came from beliefs in one's own ability to implement change (self-efficacy). Finally, 96% of respondents reported understanding how the feedback could be used for further self-development.

Results concerning acceptance of 360

    During feedback sessions most leaders seemed receptive and motivated to learn from the feedback. Analysis of the follow-up survey indicated that satisfaction with the multirater process was best predicted by perceptions of fairness, perceptions of accuracy in feedback and an understanding of methods used to collect and report feedback. As expected, there were positive correlations between perceptions of fairness and satisfaction and between perceptions that feedback was accurate and satisfaction. However, the direction of the relation between understanding and satisfaction was rather counterintuitive. We found that higher reported understanding of the multi-rater process was associated with less satisfaction with the 360 process. The particular process or aspect of assessment that led to the lower satisfaction for these individuals is unknown. Nonetheless, most respondents understood how a multi-rater system works and believed it to be fair.

- 76% agreed that 360's are a fair way to assess leadership
- 78% satisfied with 360 process
- 82% felt the concept of multi-rater assessments have potential for Army use
- 91% trusted the confidentiality of the process
- 94% understood the methods for gathering data and figuring averages
- 96% reported adequate knowledge of the 360 process, as a whole

    Due to time constraints, we were not able to assist targeted leaders in developing actions plans, however most research indicates the importance of setting goals and following through in this manner. Leaders were advised to follow-up by reviewing their feedback, communicating with those who had provided feedback, and developing specific plans to improve identified developmental needs.

    Ideally, a follow-up several months after the initial feedback is recommended. However, since leaders at Fort Clayton are also dealing with draw-down issues, this follow-up was not a viable option for many. Nevertheless, at least two officers requested materials for follow-up.

Implications and Recommendations

The Theater Support Brigade took advantage of a tool that has the potential to initiate and optimize self-development. To leverage this self-development it is recommended that materials (perhaps a reading list) be made available to assist targeted leaders in achieving their developmental goals. Additionally, the chain of command should develop and monitor specific action plans. It is also strongly recommended that more information regarding the purpose and process of the multi-rater assessment be provided up front to all who participate in the process. Finally, all efforts to follow up are encouraged and assessments of the effectiveness of such a process should be conducted.

Appendix A

# Leader AZIMUTH Check:
## A Leader Self-Assessment Instrument

**Fort Leavenworth Research Unit**
**U.S. Army Research Institute**

**PURPOSE**: This questionnaire has been designed by the U.S. Army Research Institute and the Center for Army Leadership to obtain information in support of leader self-development. The items in the questionnaire and the feedback based on the items are consistent with current and emerging Army Leadership Doctrine.

**CONFIDENTIALITY**: The individual ratings and the overall results are provided to the person who is being rated; the information is not provided to anyone in the officer's rating chain. If you are providing ratings on someone else, your input is anonymous.

# Leader AZIMUTH Check

## Introduction

The Army places special emphasis on self-development to enhance the leadership skills of military and civilian leaders. As part of self-development, it is important for individuals to become aware of their own strengths and weaknesses. You are asked to provide input on the strengths and weaknesses of the designated officer. AZIMUTH provides each person with feedback based on a comparison of their own self-perceptions and others' perceptions of them. This information is needed from you in order to provide complete and high quality information for the rated individuals. YOUR VOLUNTARY PARTICIPATION IS NEEDED. You are encouraged to answer all questions, but failure to respond to any item will not result in any penalty.

**The identification numbers and names on the AZIMUTH answer sheets are provided to identify the person being rated. When you are rating someone else your rating is ANONYMOUS; no record is kept of who rates whom.** However, if you do not respond to all the questions, then the person being assessed will receive incomplete feedback. If you are doing a self-assessment, rating yourself, you need to be aware that the self-assessment _cannot_ be anonymous; we need to be able to identify you in order to provide you feedback. Only persons involved in collecting or preparing the information for analysis will have access to completed AZIMUTH forms. Any reports of these data will contain only group statistics.

## Instructions

_If you are using this form for self-assessment:_ 1) Be sure to read and sign the Privacy Act Statement before proceeding. 2) Fill in your own name and ID number on all mark-sense response forms to be completed by yourself and others. 3) Complete one self form by marking the bubbles which best indicate how well each item describes you.

_If you are rating someone else:_ The person being rated should have already filled in their name and ID number section. Please: 1) Skip the Privacy Act Statement section. 2) Fill in a bubble at the top of page 3 to indicate whether the person being rated is your peer, subordinate or superior. 3) Mark the bubbles which best indicate how well each item describes the person you are rating.

**Name of person being rated:**

_____

**Identification Number**

| | | | | | | | | |

⓪⓪⓪⓪⓪⓪⓪⓪⓪
①①①①①①①①①
②②②②②②②②②
③③③③③③③③③
④④④④④④④④④
⑤⑤⑤⑤⑤⑤⑤⑤⑤
⑥⑥⑥⑥⑥⑥⑥⑥⑥
⑦⑦⑦⑦⑦⑦⑦⑦⑦
⑧⑧⑧⑧⑧⑧⑧⑧⑧
⑨⑨⑨⑨⑨⑨⑨⑨⑨

## MARK THIS ITEM FIRST

**The Person Being Rated is my:**
- ○ Self
- ○ Peer
- ○ Subordinate
- ○ Superior

**In comparison with others I have known well, I think the items below describe the person being rated as indicated.**

Have not observed
Extremely Poor Description
Very Poor Description
Slightly Poor Description
Slightly Good Description
Very Good Description
Extremely Good Description

**Communicating**
1. Does not provide clear direction.
2. Explains own ideas so that they are easily understood.
3. Keeps others well informed.
4. Listens well.
5. Tells it like it is.
6. Writes poorly.

**Decision Making**
7. Delays decisions unnecessarily.
8. Generates innovative solutions to unique problems.
9. Ignores information that conflicts with own initial assumptions.
10. Makes sound decisions in a timely manner.
11. Willing to revisit a decision when new information calls for it.

**Motivating**
12. Creates a supportive work environment.
13. Disciplines in a firm, fair, and consistent manner.
14. Inspires people to do their best.
15. Often acknowledges good performance of others.
16. Sets clear performance expectations.

**Developing**
17. Does not encourage professional growth.
18. Is an effective teacher.
19. Often uses counseling to provide performance feedback.
20. Provides opportunities to learn.
21. Seldom delegates authority.

**Building**
22. Actively participates in organizational/unit activities.
23. Encourages cooperation among team members.
24. Encourages organization/unit activities.
25. Focuses the organization/unit on mission accomplishment.
26. Treats others as valuable team members.

**Learning**
27. Becomes defensive when given critical feedback.
28. Encourages open discussion to improve the organization/unit.
29. Helps organization/unit adapt to changing circumstances.
30. Seems to be realistic about own personal limitations.
31. Willingly accepts new challenges.

**Planning and Organizing**
32. Anticipates how different plans will look when executed.
33. Develops effective plans to achieve organizational goals.
34. Leaves key events to chance.
35. Sets clear priorities.
36. Unwilling to modify original plan when circumstances change.

PT59-96

Have Not Observed
Extremely Poor Description
Very Poor Description
Slightly Poor Description
Slightly Good Description
Very Good Description
Extremely Good Description

In comparison with others I have known, I think the items below describe the person being rated as indicated.

### Executing

37. Completes assigned missions to standard.
38. Does not meet mission timelines.
39. Does whatever is necessary (within ethical limits) to complete the mission.
40. Monitors execution of plans to identify problems.
41. Refines plans to exploit unforeseen opportunities.

### Assessing

42. Accurately assesses the organization/unit's strengths.
43. Accurately assesses the organization/unit's weaknesses.
44. Makes organizational changes for no apparent reason.
45. Rarely conducts after-action reviews.
46. Takes time to find out what subordinates are doing.

### Respect

47. Actively supports equal opportunity for all persons.
48. Creates a climate of fairness in the organization/unit.
49. Excludes some from team activities.
50. Treats others with respect.

### Selfless Service

51. Claims credit for others' work.
52. Considers the needs of own and others' family members.
53. Places the welfare of the organization before own personal gain.
54. Takes advantage of others to advance own career.
55. Takes privileges not allowed others.

### Integrity

56. Behaves with questionable ethics.
57. Demonstrates moral courage (does what is right).
58. Is not sensitive to the ethical impacts of decisions.
59. Is trustworthy.
60. Sets the proper ethical example for others.

### Emotional Stability

61. Does not display extreme anger.
62. Exhibits wide mood swings.
63. Maintains calm disposition under stress.
64. Possesses an even temperament.
65. Seems to behave unpredictably.

### Other

66. Demonstrates appropriate soldier skills.
67. Is a clear thinker.
68. Is effective on the job.
69. Maintains effective interpersonal relations with others.
70. Physically fit for the job.
71. This person is a good leader
72. This person is someone I would follow into combat.

73. The questions contained in the AZIMUTH were clear and understandable.

○ Strongly Disagree   ○ Disagree   ○ Slightly Disagree   ○ Slightly Agree   ○ Agree   ○ Strongly Agree

74. The questions contained in the AZIMUTH measure elements critical to excellence in leadership.

○ Strongly Disagree   ○ Disagree   ○ Slightly Disagree   ○ Slightly Agree   ○ Agree   ○ Strongly Agree

75. I am comfortable with the confidentiality of my answers using this procedure.

○ Strongly Disagree   ○ Disagree   ○ Slightly Disagree   ○ Slightly Agree   ○ Agree   ○ Strongly Agree

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Appendix B

# The Leader AZIMUTH Check
# Follow-up Survey

The purpose of this questionnaire is to obtain the participants' assessment of the multi-rater assessment process. Your responses to this survey are anonymous. Your responses are an important source of feedback for the Army 360 Assessment Initiative. Please rate the extent to which you agree or disagree with the following statements using the scale given at the right.

Strongly Disagree
Disagree
Agree
Strongly Agree

1. The multi-rater feedback process is a fair way to assess my leadership abilities.
2. I am satisfied with the multi-rater feedback process.
3. I trust the confidentiality of the multi-rater feedback process.
4. I believe the items in the Leader AZIMUTH Check addressed skills relevant to my job.
5. I believe that the feedback I received from my subordinates is accurate.
6. I believe that the feedback I received from my peers is accurate.
7. I believe that the feedback I received from my superiors is accurate.
8. I believe that my subordinates are an appropriate source of information concerning my leadership abilities.
9. I believe that my peers are an appropriate source of information concerning my leadership abilities.
10. I believe that my superiors are an appropriate source of information concerning my leadership abilities.
11. Participation in this feedback process has motivated me to re-examine my leadership skills.
12. I intend to use the feedback I received to monitor and develop any behaviors identified as developmental areas.
13. I believe that there are resources readily available to me to improve my leader skills.
14. I believe that I can implement the changes which my feedback indicates are necessary for becoming a better leader.
15. I believe that my working climate allows for the self-development of leadership behaviors.
16. I have an adequate knowledge and understanding of the mult-rater feedback process.
17. I understand how multi-rater feedback can be used for self-development.
18. I understand the methods used for gathering data and determining the scores in my feedback.

19. I feel............ about the multi-rater feedback I received . (Please mark all that apply.)

| Good | Angry | Pleasantly Surprised | Other_____ |
| Bad | Satisfied | Apprehensive | |

Comments:

Please continue responding to the questions by marking the oval next to the response that most closely approximates your opinion.

20. The 360 report provided an accurate assessment of my leadership:
    Strongly Agree
    Agree
    Disagree
    Strongly Disagree

21. The 360 Feedback Interpretation Booklet was :
    Very helpful - greatly contributed to my understanding of the 360 report.
    Somewhat helpful - made some contribution to my understanding of the 360 report.
    Not very helpful - did not contribute to my understanding of the 360 report.
    No help at all - confused me in attempting to understand the 360 report.
    I did not receive a booklet.

22. The source of 360 assessment feedback I valued the most was provided by:
    Superiors.
    Peers.
    Subordinates.
    all ratings were equally valued.
    not able to compare (only had results from one source).

23. The information I received from the 360 Assessment report was:
    A great deal of new information about my leadership.
    Some new information about my leadership.
    A few interesting findings, but little new information about my leadership.
    Nothing that I did not already know about my leadership

24. The information I received from the 360 Assessment report was:
    Extremely valuable.
    Valuable.
    Of limited use.
    Of no use.

25. To what extent does the 360 Assessment Report motivate you to change your behavior?
    Provides a great deal of motivation to change my leadership behavior.
    Provides some motivation to change my leadership behavior.
    Provides no motivation to change my leadership behavior.
    The 360 assessment did not indicate that I should change my leadership behavior.

26. Aside from any administrative problems, the concept of 360 has:
    no potential for the Army.
    limited potential for the Army.
    some potential for the Army.
    great potential for the Army.

Thank you for completing this survey.

Appendix C

# Panama data - Perceptions of Multi-rater Process
## Means, Standard deviations, and range

### Descriptive Statistics

|  | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| RFAIR | 54 | 1.00 | 4.00 | 2.7593 | .5807 |
| RSATIS | 54 | 1.00 | 4.00 | 2.7407 | .5887 |
| RTRUST | 53 | 1.00 | 4.00 | 3.1321 | .6213 |
| RRELEV | 54 | 1.00 | 4.00 | 3.0000 | .7004 |
| RSUBACC | 54 | 1.00 | 4.00 | 2.8889 | .6344 |
| RPACC | 54 | 1.00 | 4.00 | 2.6296 | .7083 |
| RSUPACC | 53 | 1.00 | 4.00 | 2.9811 | .6931 |
| RSUBAPP | 54 | 1.00 | 4.00 | 3.2037 | .6835 |
| peer appropriate | 54 | 1.00 | 4.00 | 2.6852 | .7968 |
| superior appropriate source | 52 | 1.00 | 4.00 | 3.1538 | .6066 |
| motivated to re-examine | 54 | 1.00 | 4.00 | 2.8333 | .6659 |
| use fdbk to monitor | 54 | 1.00 | 4.00 | 2.9259 | .6399 |
| resources readily available | 54 | 1.00 | 4.00 | 3.0000 | .5828 |
| can implement change | 54 | 1.00 | 4.00 | 2.9630 | .6132 |
| working climate allows change | 54 | 1.00 | 4.00 | 3.0000 | .6443 |
| adequate knowledge of process | 54 | 2.00 | 4.00 | 3.1481 | .4517 |
| fdbk can be used for self-devel | 53 | 2.00 | 4.00 | 3.1698 | .4697 |
| understand methods for data collection.. | 53 | 2.00 | 4.00 | 3.0566 | .4121 |
| accurate assess. of leader skills | 53 | .00 | 3.00 | 1.6415 | .6532 |
| info I rcvd was new | 54 | .00 | 3.00 | 1.4815 | .7201 |
| info rcvd was valuable | 54 | .00 | 3.00 | 1.7222 | .5961 |
| 360 motivate to change | 54 | .00 | 3.00 | 1.7593 | .6711 |
| potential of 360 for army | 54 | .00 | 3.00 | 1.0185 | .7646 |
| Valid N (listwise) | 48 |  |  |  |  |

**Correlations**

| | | RFAIR | RSATIS | RTRUST | RRELEV | RSUBACC |
|---|---|---|---|---|---|---|
| RFAIR | Pearson Correlation | 1.000 | .752** | .197 | .557** | .336* |
| | Sig. (2-tailed) | . | .000 | .158 | .000 | .013 |
| | N | 54 | 54 | 53 | 54 | 54 |
| RSATIS | Pearson Correlation | .752** | 1.000 | .149 | .503** | .578** |
| | Sig. (2-tailed) | .000 | . | .288 | .000 | .000 |
| | N | 54 | 54 | 53 | 54 | 54 |
| RTRUST | Pearson Correlation | .197 | .149 | 1.000 | .408** | .183 |
| | Sig. (2-tailed) | .158 | .288 | . | .002 | .189 |
| | N | 53 | 53 | 53 | 53 | 53 |
| RRELEV | Pearson Correlation | .557** | .503** | .408** | 1.000 | .340* |
| | Sig. (2-tailed) | .000 | .000 | .002 | . | .012 |
| | N | 54 | 54 | 53 | 54 | 54 |
| RSUBACC | Pearson Correlation | .336* | .578** | .183 | .340* | 1.000 |
| | Sig. (2-tailed) | .013 | .000 | .189 | .012 | . |
| | N | 54 | 54 | 53 | 54 | 54 |
| RPACC | Pearson Correlation | .513** | .399** | -.016 | .304* | -.009 |
| | Sig. (2-tailed) | .000 | .003 | .912 | .025 | .947 |
| | N | 54 | 54 | 53 | 54 | 54 |
| RSUPACC | Pearson Correlation | .178 | .081 | .365** | .275* | .038 |
| | Sig. (2-tailed) | .202 | .563 | .008 | .047 | .785 |
| | N | 53 | 53 | 52 | 53 | 53 |
| RSUBAPP | Pearson Correlation | .459** | .556** | .384** | .552** | .532** |
| | Sig. (2-tailed) | .000 | .000 | .005 | .000 | .000 |
| | N | 54 | 54 | 53 | 54 | 54 |
| peer appropriate | Pearson Correlation | .363** | .506** | .318* | .338* | .265 |
| | Sig. (2-tailed) | .007 | .000 | .020 | .012 | .052 |
| | N | 54 | 54 | 53 | 54 | 54 |
| superior appropriate source | Pearson Correlation | .438** | .387** | .511** | .515** | .346* |
| | Sig. (2-tailed) | .001 | .005 | .000 | .000 | .012 |
| | N | 52 | 52 | 52 | 52 | 52 |
| motivated to re-examine | Pearson Correlation | .236 | .225 | .101 | .243 | -.134 |
| | Sig. (2-tailed) | .086 | .103 | .473 | .077 | .334 |
| | N | 54 | 54 | 53 | 54 | 54 |
| use fdbk to monitor | Pearson Correlation | .459** | .399** | .217 | .421** | .026 |
| | Sig. (2-tailed) | .000 | .003 | .119 | .002 | .853 |
| | N | 54 | 54 | 53 | 54 | 54 |
| resources readily available | Pearson Correlation | .279* | .330* | .421** | .416** | .357** |
| | Sig. (2-tailed) | .041 | .015 | .002 | .002 | .008 |
| | N | 54 | 54 | 53 | 54 | 54 |
| can implement change | Pearson Correlation | .345* | .443** | .413** | .527** | .135 |
| | Sig. (2-tailed) | .011 | .001 | .002 | .000 | .331 |
| | N | 54 | 54 | 53 | 54 | 54 |
| working climate allows change | Pearson Correlation | .101 | .199 | .238 | .167 | .277* |
| | Sig. (2-tailed) | .468 | .149 | .086 | .227 | .043 |
| | N | 54 | 54 | 53 | 54 | 54 |
| adequate knowledge of process | Pearson Correlation | -.077 | -.137 | .146 | .179 | -.073 |
| | Sig. (2-tailed) | .579 | .325 | .297 | .196 | .599 |
| | N | 54 | 54 | 53 | 54 | 54 |

**Correlations**

| | | RFAIR | RSATIS | RTRUST | RRELEV | RSUBACC |
|---|---|---|---|---|---|---|
| fdbk can be used for self-devel | Pearson Correlation | .216 | .154 | .131 | .463** | .065 |
| | Sig. (2-tailed) | .121 | .270 | .355 | .000 | .643 |
| | N | 53 | 53 | 52 | 53 | 53 |
| understand methods for data collection.. | Pearson Correlation | -.017 | -.174 | .050 | .071 | -.194 |
| | Sig. (2-tailed) | .902 | .214 | .724 | .613 | .164 |
| | N | 53 | 53 | 52 | 53 | 53 |
| accurate assess. of leader skills | Pearson Correlation | .671** | .772** | .169 | .541** | .385** |
| | Sig. (2-tailed) | .000 | .000 | .231 | .000 | .004 |
| | N | 53 | 53 | 52 | 53 | 53 |
| info I rcvd was new | Pearson Correlation | .147 | .211 | -.019 | .150 | .037 |
| | Sig. (2-tailed) | .289 | .126 | .895 | .280 | .792 |
| | N | 54 | 54 | 53 | 54 | 54 |
| info rcvd was valuable | Pearson Correlation | .457** | .490** | .205 | .497** | .017 |
| | Sig. (2-tailed) | .001 | .000 | .141 | .000 | .905 |
| | N | 54 | 54 | 53 | 54 | 54 |
| 360 motivate to change | Pearson Correlation | .284* | .317* | .170 | .161 | .113 |
| | Sig. (2-tailed) | .037 | .020 | .224 | .246 | .415 |
| | N | 54 | 54 | 53 | 54 | 54 |
| potential of 360 for army | Pearson Correlation | -.542** | -.660** | -.296* | -.564** | -.385** |
| | Sig. (2-tailed) | .000 | .000 | .031 | .000 | .004 |
| | N | 54 | 54 | 53 | 54 | 54 |

**Correlations**

| | | RPACC | RSUPACC | RSUBAPP | peer appropriate | superior appropriate source |
|---|---|---|---|---|---|---|
| RFAIR | Pearson Correlation | .513** | .178 | .459** | .363** | .438** |
| | Sig. (2-tailed) | .000 | .202 | .000 | .007 | .001 |
| | N | 54 | 53 | 54 | 54 | 52 |
| RSATIS | Pearson Correlation | .399** | .081 | .556** | .506** | .387** |
| | Sig. (2-tailed) | .003 | .563 | .000 | .000 | .005 |
| | N | 54 | 53 | 54 | 54 | 52 |
| RTRUST | Pearson Correlation | -.016 | .365** | .384** | .318* | .511** |
| | Sig. (2-tailed) | .912 | .008 | .005 | .020 | .000 |
| | N | 53 | 52 | 53 | 53 | 52 |
| RRELEV | Pearson Correlation | .304* | .275* | .552** | .338* | .515** |
| | Sig. (2-tailed) | .025 | .047 | .000 | .012 | .000 |
| | N | 54 | 53 | 54 | 54 | 52 |
| RSUBACC | Pearson Correlation | -.009 | .038 | .532** | .265 | .346* |
| | Sig. (2-tailed) | .947 | .785 | .000 | .052 | .012 |
| | N | 54 | 53 | 54 | 54 | 52 |
| RPACC | Pearson Correlation | 1.000 | .141 | .159 | .592** | .228 |
| | Sig. (2-tailed) | . | .314 | .251 | .000 | .103 |
| | N | 54 | 53 | 54 | 54 | 52 |
| RSUPACC | Pearson Correlation | .141 | 1.000 | .129 | .127 | .424** |
| | Sig. (2-tailed) | .314 | . | .357 | .364 | .002 |
| | N | 53 | 53 | 53 | 53 | 51 |
| RSUBAPP | Pearson Correlation | .159 | .129 | 1.000 | .432** | .492** |
| | Sig. (2-tailed) | .251 | .357 | . | .001 | .000 |
| | N | 54 | 53 | 54 | 54 | 52 |
| peer appropriate | Pearson Correlation | .592** | .127 | .432** | 1.000 | .523** |
| | Sig. (2-tailed) | .000 | .364 | .001 | . | .000 |
| | N | 54 | 53 | 54 | 54 | 52 |
| superior appropriate source | Pearson Correlation | .228 | .424** | .492** | .523** | 1.000 |
| | Sig. (2-tailed) | .103 | .002 | .000 | .000 | . |
| | N | 52 | 51 | 52 | 52 | 52 |
| motivated to re-examine | Pearson Correlation | .307* | .199 | .325* | .255 | .066 |
| | Sig. (2-tailed) | .024 | .152 | .017 | .063 | .642 |
| | N | 54 | 53 | 54 | 54 | 52 |
| use fdbk to monitor | Pearson Correlation | .230 | .169 | .337* | .175 | .179 |
| | Sig. (2-tailed) | .095 | .228 | .013 | .205 | .204 |
| | N | 54 | 53 | 54 | 54 | 52 |
| resources readily available | Pearson Correlation | .183 | .094 | .379** | .406** | .345* |
| | Sig. (2-tailed) | .186 | .502 | .005 | .002 | .012 |
| | N | 54 | 53 | 54 | 54 | 52 |
| can implement change | Pearson Correlation | .185 | .312* | .288* | .207 | .378** |
| | Sig. (2-tailed) | .180 | .023 | .034 | .132 | .006 |
| | N | 54 | 53 | 54 | 54 | 52 |
| working climate allows change | Pearson Correlation | -.041 | .341* | .129 | .184 | .260 |
| | Sig. (2-tailed) | .767 | .012 | .354 | .183 | .063 |
| | N | 54 | 53 | 54 | 54 | 52 |
| adequate knowledge of process | Pearson Correlation | .116 | .009 | -.038 | .237 | .233 |
| | Sig. (2-tailed) | .405 | .948 | .782 | .085 | .097 |
| | N | 54 | 53 | 54 | 54 | 52 |

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**Correlations**

| | | RPACC | RSUPACC | RSUBAPP | peer appropriate | superior appropriate source |
|---|---|---|---|---|---|---|
| fdbk can be used for self-devel | Pearson Correlation | .244 | .081 | .242 | .242 | .152 |
| | Sig. (2-tailed) | .078 | .566 | .080 | .081 | .288 |
| | N | 53 | 52 | 53 | 53 | 51 |
| understand methods for data collection.. | Pearson Correlation | .284* | .146 | .030 | .120 | .144 |
| | Sig. (2-tailed) | .039 | .303 | .833 | .391 | .312 |
| | N | 53 | 52 | 53 | 53 | 51 |
| accurate assess. of leader skills | Pearson Correlation | .381** | .261 | .510** | .483** | .394* |
| | Sig. (2-tailed) | .005 | .062 | .000 | .000 | .004 |
| | N | 53 | 52 | 53 | 53 | 51 |
| info I rcvd was new | Pearson Correlation | .171 | .058 | .180 | .171 | -.038 |
| | Sig. (2-tailed) | .216 | .680 | .192 | .218 | .791 |
| | N | 54 | 53 | 54 | 54 | 52 |
| info rcvd was valuable | Pearson Correlation | .333* | .310* | .373** | .329* | .230 |
| | Sig. (2-tailed) | .014 | .024 | .005 | .015 | .101 |
| | N | 54 | 53 | 54 | 54 | 52 |
| 360 motivate to change | Pearson Correlation | .325* | .158 | .150 | .244 | .095 |
| | Sig. (2-tailed) | .017 | .258 | .279 | .076 | .504 |
| | N | 54 | 53 | 54 | 54 | 52 |
| potential of 360 for army | Pearson Correlation | -.335* | -.183 | -.585** | -.486** | -.477* |
| | Sig. (2-tailed) | .013 | .191 | .000 | .000 | .000 |
| | N | 54 | 53 | 54 | 54 | 52 |

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**Correlations**

| | | motivated to re-examine | use fdbk to monitor | resources readily available | can implement change |
|---|---|---|---|---|---|
| RFAIR | Pearson Correlation | .236 | .459** | .279* | .345* |
| | Sig. (2-tailed) | .086 | .000 | .041 | .011 |
| | N | 54 | 54 | 54 | 54 |
| RSATIS | Pearson Correlation | .225 | .399** | .330* | .443** |
| | Sig. (2-tailed) | .103 | .003 | .015 | .001 |
| | N | 54 | 54 | 54 | 54 |
| RTRUST | Pearson Correlation | .101 | .217 | .421** | .413** |
| | Sig. (2-tailed) | .473 | .119 | .002 | .002 |
| | N | 53 | 53 | 53 | 53 |
| RRELEV | Pearson Correlation | .243 | .421** | .416** | .527** |
| | Sig. (2-tailed) | .077 | .002 | .002 | .000 |
| | N | 54 | 54 | 54 | 54 |
| RSUBACC | Pearson Correlation | -.134 | .026 | .357** | .135 |
| | Sig. (2-tailed) | .334 | .853 | .008 | .331 |
| | N | 54 | 54 | 54 | 54 |
| RPACC | Pearson Correlation | .307* | .230 | .183 | .185 |
| | Sig. (2-tailed) | .024 | .095 | .186 | .180 |
| | N | 54 | 54 | 54 | 54 |
| RSUPACC | Pearson Correlation | .199 | .169 | .094 | .312* |
| | Sig. (2-tailed) | .152 | .228 | .502 | .023 |
| | N | 53 | 53 | 53 | 53 |
| RSUBAPP | Pearson Correlation | .325* | .337* | .379** | .288* |
| | Sig. (2-tailed) | .017 | .013 | .005 | .034 |
| | N | 54 | 54 | 54 | 54 |
| peer appropriate | Pearson Correlation | .255 | .175 | .406** | .207 |
| | Sig. (2-tailed) | .063 | .205 | .002 | .132 |
| | N | 54 | 54 | 54 | 54 |
| superior appropriate source | Pearson Correlation | .066 | .179 | .345* | .378** |
| | Sig. (2-tailed) | .642 | .204 | .012 | .006 |
| | N | 52 | 52 | 52 | 52 |
| motivated to re-examine | Pearson Correlation | 1.000 | .635** | .097 | .447** |
| | Sig. (2-tailed) | . | .000 | .484 | .001 |
| | N | 54 | 54 | 54 | 54 |
| use fdbk to monitor | Pearson Correlation | .635** | 1.000 | .354** | .714** |
| | Sig. (2-tailed) | .000 | . | .009 | .000 |
| | N | 54 | 54 | 54 | 54 |
| resources readily available | Pearson Correlation | .097 | .354** | 1.000 | .528** |
| | Sig. (2-tailed) | .484 | .009 | . | .000 |
| | N | 54 | 54 | 54 | 54 |
| can implement change | Pearson Correlation | .447** | .714** | .528** | 1.000 |
| | Sig. (2-tailed) | .001 | .000 | .000 | . |
| | N | 54 | 54 | 54 | 54 |
| working climate allows change | Pearson Correlation | -.088 | .183 | .402** | .239 |
| | Sig. (2-tailed) | .527 | .185 | .003 | .082 |
| | N | 54 | 54 | 54 | 54 |
| adequate knowledge of process | Pearson Correlation | -.042 | -.092 | .072 | -.048 |
| | Sig. (2-tailed) | .764 | .509 | .607 | .731 |
| | N | 54 | 54 | 54 | 54 |

## Correlations

| | | motivated to re-examine | use fdbk to monitor | resources readily available | can implement change |
|---|---|---|---|---|---|
| fdbk can be used for self-devel | Pearson Correlation | .342* | .163 | .059 | .147 |
| | Sig. (2-tailed) | .012 | .243 | .672 | .293 |
| | N | 53 | 53 | 53 | 53 |
| understand methods for data collection.. | Pearson Correlation | .035 | -.128 | .005 | -.142 |
| | Sig. (2-tailed) | .801 | .363 | .974 | .311 |
| | N | 53 | 53 | 53 | 53 |
| accurate assess. of leader skills | Pearson Correlation | .184 | .345* | .250 | .394** |
| | Sig. (2-tailed) | .188 | .011 | .071 | .004 |
| | N | 53 | 53 | 53 | 53 |
| info I rcvd was new | Pearson Correlation | .446** | .284* | .180 | .212 |
| | Sig. (2-tailed) | .001 | .038 | .193 | .124 |
| | N | 54 | 54 | 54 | 54 |
| info rcvd was valuable | Pearson Correlation | .547** | .588** | .163 | .488** |
| | Sig. (2-tailed) | .000 | .000 | .239 | .000 |
| | N | 54 | 54 | 54 | 54 |
| 360 motivate to change | Pearson Correlation | .289* | .309* | .289* | .482** |
| | Sig. (2-tailed) | .034 | .023 | .034 | .000 |
| | N | 54 | 54 | 54 | 54 |
| potential of 360 for army | Pearson Correlation | -.327* | -.306* | -.254 | -.401** |
| | Sig. (2-tailed) | .016 | .025 | .064 | .003 |
| | N | 54 | 54 | 54 | 54 |

**Correlations**

| | | working climate allows change | adequate knowledge of process | fdbk can be used for self-devel | understand methods for data collection.. |
|---|---|---|---|---|---|
| RFAIR | Pearson Correlation | .101 | -.077 | .216 | -.017 |
| | Sig. (2-tailed) | .468 | .579 | .121 | .902 |
| | N | 54 | 54 | 53 | 53 |
| RSATIS | Pearson Correlation | .199 | -.137 | .154 | -.174 |
| | Sig. (2-tailed) | .149 | .325 | .270 | .214 |
| | N | 54 | 54 | 53 | 53 |
| RTRUST | Pearson Correlation | .238 | .146 | .131 | .050 |
| | Sig. (2-tailed) | .086 | .297 | .355 | .724 |
| | N | 53 | 53 | 52 | 52 |
| RRELEV | Pearson Correlation | .167 | .179 | .463** | .071 |
| | Sig. (2-tailed) | .227 | .196 | .000 | .613 |
| | N | 54 | 54 | 53 | 53 |
| RSUBACC | Pearson Correlation | .277* | -.073 | .065 | -.194 |
| | Sig. (2-tailed) | .043 | .599 | .643 | .164 |
| | N | 54 | 54 | 53 | 53 |
| RPACC | Pearson Correlation | -.041 | .116 | .244 | .284* |
| | Sig. (2-tailed) | .767 | .405 | .078 | .039 |
| | N | 54 | 54 | 53 | 53 |
| RSUPACC | Pearson Correlation | .341* | .009 | .081 | .146 |
| | Sig. (2-tailed) | .012 | .948 | .566 | .303 |
| | N | 53 | 53 | 52 | 52 |
| RSUBAPP | Pearson Correlation | .129 | -.038 | .242 | .030 |
| | Sig. (2-tailed) | .354 | .782 | .080 | .833 |
| | N | 54 | 54 | 53 | 53 |
| peer appropriate | Pearson Correlation | .184 | .237 | .242 | .120 |
| | Sig. (2-tailed) | .183 | .085 | .081 | .391 |
| | N | 54 | 54 | 53 | 53 |
| superior appropriate source | Pearson Correlation | .260 | .233 | .152 | .144 |
| | Sig. (2-tailed) | .063 | .097 | .288 | .312 |
| | N | 52 | 52 | 51 | 51 |
| motivated to re-examine | Pearson Correlation | -.088 | -.042 | .342* | .035 |
| | Sig. (2-tailed) | .527 | .764 | .012 | .801 |
| | N | 54 | 54 | 53 | 53 |
| use fdbk to monitor | Pearson Correlation | .183 | -.092 | .163 | -.128 |
| | Sig. (2-tailed) | .185 | .509 | .243 | .363 |
| | N | 54 | 54 | 53 | 53 |
| resources readily available | Pearson Correlation | .402** | .072 | .059 | .005 |
| | Sig. (2-tailed) | .003 | .607 | .672 | .974 |
| | N | 54 | 54 | 53 | 53 |
| can implement change | Pearson Correlation | .239 | -.048 | .147 | -.142 |
| | Sig. (2-tailed) | .082 | .731 | .293 | .311 |
| | N | 54 | 54 | 53 | 53 |
| working climate allows change | Pearson Correlation | 1.000 | .000 | -.118 | -.069 |
| | Sig. (2-tailed) | . | 1.000 | .400 | .622 |
| | N | 54 | 54 | 53 | 53 |
| adequate knowledge of process | Pearson Correlation | .000 | 1.000 | .634** | .488** |
| | Sig. (2-tailed) | 1.000 | . | .000 | .000 |
| | N | 54 | 54 | 53 | 53 |

## Correlations

| | | working climate allows change | adequate knowledge of process | fdbk can be used for self-devel | understand methods for data collection.. |
|---|---|---|---|---|---|
| fdbk can be used for self-devel | Pearson Correlation | -.118 | .634** | 1.000 | .508** |
| | Sig. (2-tailed) | .400 | .000 | . | .000 |
| | N | 53 | 53 | 53 | 52 |
| understand methods for data collection.. | Pearson Correlation | -.069 | .488** | .508** | 1.000 |
| | Sig. (2-tailed) | .622 | .000 | .000 | . |
| | N | 53 | 53 | 52 | 53 |
| accurate assess. of leader skills | Pearson Correlation | .226 | -.191 | .099 | .007 |
| | Sig. (2-tailed) | .103 | .170 | .486 | .961 |
| | N | 53 | 53 | 52 | 52 |
| info I rcvd was new | Pearson Correlation | .000 | -.049 | .142 | .034 |
| | Sig. (2-tailed) | 1.000 | .723 | .311 | .809 |
| | N | 54 | 54 | 53 | 53 |
| info rcvd was valuable | Pearson Correlation | .147 | -.054 | .302* | .066 |
| | Sig. (2-tailed) | .288 | .696 | .028 | .639 |
| | N | 54 | 54 | 53 | 53 |
| 360 motivate to change | Pearson Correlation | .131 | -.316* | -.120 | -.087 |
| | Sig. (2-tailed) | .345 | .020 | .392 | .535 |
| | N | 54 | 54 | 53 | 53 |
| potential of 360 for army | Pearson Correlation | -.230 | -.172 | -.380** | -.068 |
| | Sig. (2-tailed) | .095 | .214 | .005 | .626 |
| | N | 54 | 54 | 53 | 53 |

**Correlations**

| | | accurate assess. of leader skills | info I rcvd was new | info rcvd was valuable |
|---|---|---|---|---|
| RFAIR | Pearson Correlation | .671** | .147 | .457** |
| | Sig. (2-tailed) | .000 | .289 | .001 |
| | N | 53 | 54 | 54 |
| RSATIS | Pearson Correlation | .772** | .211 | .490** |
| | Sig. (2-tailed) | .000 | .126 | .000 |
| | N | 53 | 54 | 54 |
| RTRUST | Pearson Correlation | .169 | -.019 | .205 |
| | Sig. (2-tailed) | .231 | .895 | .141 |
| | N | 52 | 53 | 53 |
| RRELEV | Pearson Correlation | .541** | .150 | .497** |
| | Sig. (2-tailed) | .000 | .280 | .000 |
| | N | 53 | 54 | 54 |
| RSUBACC | Pearson Correlation | .385** | .037 | .017 |
| | Sig. (2-tailed) | .004 | .792 | .905 |
| | N | 53 | 54 | 54 |
| RPACC | Pearson Correlation | .381** | .171 | .333* |
| | Sig. (2-tailed) | .005 | .216 | .014 |
| | N | 53 | 54 | 54 |
| RSUPACC | Pearson Correlation | .261 | .058 | .310* |
| | Sig. (2-tailed) | .062 | .680 | .024 |
| | N | 52 | 53 | 53 |
| RSUBAPP | Pearson Correlation | .510** | .180 | .373** |
| | Sig. (2-tailed) | .000 | .192 | .005 |
| | N | 53 | 54 | 54 |
| peer appropriate | Pearson Correlation | .483** | .171 | .329* |
| | Sig. (2-tailed) | .000 | .218 | .015 |
| | N | 53 | 54 | 54 |
| superior appropriate source | Pearson Correlation | .394** | -.038 | .230 |
| | Sig. (2-tailed) | .004 | .791 | .101 |
| | N | 51 | 52 | 52 |
| motivated to re-examine | Pearson Correlation | .184 | .446** | .547** |
| | Sig. (2-tailed) | .188 | .001 | .000 |
| | N | 53 | 54 | 54 |
| use fdbk to monitor | Pearson Correlation | .345* | .284* | .588** |
| | Sig. (2-tailed) | .011 | .038 | .000 |
| | N | 53 | 54 | 54 |
| resources readily available | Pearson Correlation | .250 | .180 | .163 |
| | Sig. (2-tailed) | .071 | .193 | .239 |
| | N | 53 | 54 | 54 |
| can implement change | Pearson Correlation | .394** | .212 | .488** |
| | Sig. (2-tailed) | .004 | .124 | .000 |
| | N | 53 | 54 | 54 |
| working climate allows change | Pearson Correlation | .226 | .000 | .147 |
| | Sig. (2-tailed) | .103 | 1.000 | .288 |
| | N | 53 | 54 | 54 |
| adequate knowledge of process | Pearson Correlation | -.191 | -.049 | -.054 |
| | Sig. (2-tailed) | .170 | .723 | .696 |
| | N | 53 | 54 | 54 |

**Correlations**

| | | accurate assess. of leader skills | info I rcvd was new | info rcvd was valuable |
|---|---|---|---|---|
| fdbk can be used for self-devel | Pearson Correlation | .099 | .142 | .302* |
| | Sig. (2-tailed) | .486 | .311 | .028 |
| | N | 52 | 53 | 53 |
| understand methods for data collection.. | Pearson Correlation | .007 | .034 | .066 |
| | Sig. (2-tailed) | .961 | .809 | .639 |
| | N | 52 | 53 | 53 |
| accurate assess. of leader skills | Pearson Correlation | 1.000 | .094 | .495** |
| | Sig. (2-tailed) | . | .501 | .000 |
| | N | 53 | 53 | 53 |
| info I rcvd was new | Pearson Correlation | .094 | 1.000 | .361** |
| | Sig. (2-tailed) | .501 | . | .007 |
| | N | 53 | 54 | 54 |
| info rcvd was valuable | Pearson Correlation | .495** | .361** | 1.000 |
| | Sig. (2-tailed) | .000 | .007 | . |
| | N | 53 | 54 | 54 |
| 360 motivate to change | Pearson Correlation | .276* | .479** | .254 |
| | Sig. (2-tailed) | .046 | .000 | .064 |
| | N | 53 | 54 | 54 |
| potential of 360 for army | Pearson Correlation | -.543** | -.051 | -.485** |
| | Sig. (2-tailed) | .000 | .715 | .000 |
| | N | 53 | 54 | 54 |

**Correlations**

| | | 360 motivate to change | potential of 360 for army |
|---|---|---|---|
| RFAIR | Pearson Correlation | .284* | -.542** |
| | Sig. (2-tailed) | .037 | .000 |
| | N | 54 | 54 |
| RSATIS | Pearson Correlation | .317* | -.660** |
| | Sig. (2-tailed) | .020 | .000 |
| | N | 54 | 54 |
| RTRUST | Pearson Correlation | .170 | -.296* |
| | Sig. (2-tailed) | .224 | .031 |
| | N | 53 | 53 |
| RRELEV | Pearson Correlation | .161 | -.564** |
| | Sig. (2-tailed) | .246 | .000 |
| | N | 54 | 54 |
| RSUBACC | Pearson Correlation | .113 | -.385** |
| | Sig. (2-tailed) | .415 | .004 |
| | N | 54 | 54 |
| RPACC | Pearson Correlation | .325* | -.335* |
| | Sig. (2-tailed) | .017 | .013 |
| | N | 54 | 54 |
| RSUPACC | Pearson Correlation | .158 | -.183 |
| | Sig. (2-tailed) | .258 | .191 |
| | N | 53 | 53 |
| RSUBAPP | Pearson Correlation | .150 | -.585** |
| | Sig. (2-tailed) | .279 | .000 |
| | N | 54 | 54 |
| peer appropriate | Pearson Correlation | .244 | -.486** |
| | Sig. (2-tailed) | .076 | .000 |
| | N | 54 | 54 |
| superior appropriate source | Pearson Correlation | .095 | -.477** |
| | Sig. (2-tailed) | .504 | .000 |
| | N | 52 | 52 |
| motivated to re-examine | Pearson Correlation | .289* | -.327* |
| | Sig. (2-tailed) | .034 | .016 |
| | N | 54 | 54 |
| use fdbk to monitor | Pearson Correlation | .309* | -.306* |
| | Sig. (2-tailed) | .023 | .025 |
| | N | 54 | 54 |
| resources readily available | Pearson Correlation | .289* | -.254 |
| | Sig. (2-tailed) | .034 | .064 |
| | N | 54 | 54 |
| can implement change | Pearson Correlation | .482** | -.401** |
| | Sig. (2-tailed) | .000 | .003 |
| | N | 54 | 54 |
| working climate allows change | Pearson Correlation | .131 | -.230 |
| | Sig. (2-tailed) | .345 | .095 |
| | N | 54 | 54 |
| adequate knowledge of process | Pearson Correlation | -.316* | -.172 |
| | Sig. (2-tailed) | .020 | .214 |
| | N | 54 | 54 |

## Correlations

| | | 360 motivate to change | potential of 360 for army |
|---|---|---|---|
| fdbk can be used for self-devel | Pearson Correlation | -.120 | -.380** |
| | Sig. (2-tailed) | .392 | .005 |
| | N | 53 | 53 |
| understand methods for data collection.. | Pearson Correlation | -.087 | -.068 |
| | Sig. (2-tailed) | .535 | .626 |
| | N | 53 | 53 |
| accurate assess. of leader skills | Pearson Correlation | .276* | -.543** |
| | Sig. (2-tailed) | .046 | .000 |
| | N | 53 | 53 |
| info I rcvd was new | Pearson Correlation | .479** | -.051 |
| | Sig. (2-tailed) | .000 | .715 |
| | N | 54 | 54 |
| info rcvd was valuable | Pearson Correlation | .254 | -.485** |
| | Sig. (2-tailed) | .064 | .000 |
| | N | 54 | 54 |
| 360 motivate to change | Pearson Correlation | 1.000 | -.065 |
| | Sig. (2-tailed) | . | .642 |
| | N | 54 | 54 |
| potential of 360 for army | Pearson Correlation | -.065 | 1.000 |
| | Sig. (2-tailed) | .642 | . |
| | N | 54 | 54 |

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

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