



ST. MARY'S UNIVERSITY COLLEGE

SCHOOL OF GRADUATE STUDIES

**THE ASSESSMENT OF EMPLOYEE PERFORMANCE MANAGEMENT
PRACTICES:
THE CASE STUDY OF ETHIOPIAN AGRICULTURAL TRANSFORMATION
AGENCY**

BY

ABIYOU GOSHU ABEBE

DECEMBER 2015

ADDIS ABABA, ETHIOPIA

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ABIYOU GOSHU ABEBE
ID. No. SGS/0146/2006**

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APPROVED BY BOARD OF EXAMINERS

Dean, Graduate Studies

Signature

Advisor

Signature

External Examiner

Signature

Internal Examiner

Signature

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Abiyou Goshu Abebe

List of Acronyms

ATA	Ethiopian Agricultural Transformation Agency
MoA	..Ministry of Agriculture
PA	.Performance Appraisal

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ABSTRACT

Performance Management System is one of the major systems that an organization should consider in its human resource management practice. Ethiopian Agricultural Transformation Agency (ATA) has practiced performance management system that aims to the objective of achieving its mandate. The mission and strategic goals of ATA cascades to the human resource it hires and evaluate the performance of its employees by competency based performance evaluation process. ATA has implemented competency based performance evaluation process in the past four years of its operations but has observed challenges mainly on ensuring validity and reliability of the individual employee performance review process on individual employee performance evaluation cases. This study, therefore, assess the objectivity and validity of ATA performance management practice. The study applied stratified random sampling technique in which 128 staff that have involved in at least two performance appraisal processes in ATA were distributed the data collection questionnaire. The collected data from the respondent staff is analyzed and the study findings showed that the ATA performance management process lacks fair performance measurement procedure used to determine the ratings as well as procedures to link the ratings with rewards. This resulted dissatisfaction of employees and reduced employees' self-esteem that led to the decline of employees' intention and commitment to stay in the organization longer. The performance management process also has problems to be inclusive and open at all times by fairly resolving unjustified decisions on employees' performance appraisal result and feedback. Based on the analysis of the findings of this study therefore methods of closing the gaps identified to the attitudinal and cultural contexts are recommended. In addition, the study recommends that employees should be convinced they are involved in the decisions made on their performance evaluation results and supervisors shall ensure this is achieved by providing regular and timely feedback to their employees.

Key words: Performance Management System, Performance Review Process, Competency Based Performance Management.

CHAPTER ONE

INTRODUCTION

1. INTRODUCTION

1.1. Background of the study

The performance of an organization towards achieving its objectives mainly depends upon the management of the human resource it employs. Despite the effective recruitment and selection of the required staff in an organization, the employed individual staff performance should be well managed by applying staff performance management system that support staff performance monitoring process and ensure common mission. The staff performance management system employed in an organization hence serves as important tool to support the interdependence between individual staff and team performance towards the aim of achieving the overall organizational mission. Performance appraisal provides information upon which promotion and salary decision can be made. It also provide an opportunity for the employee and supervisor to review the subordinate's work related behavior so that a plan for correcting any deficiencies might have unearthed by the appraisal and reinforce the things the subordinate does right. The appraisal is also central to firm's career-planning process because it provides a good opportunity to review the person's career plans in light of his/ her exhibited strengths and weaknesses. (Dessler, 1997)

It is vital to state the relationship between performance management system and employee output or result on the job to assess the impact of the performance management system in an organization. Employees' performance management system set clear goals to the individual staff that cascades from the overall objectives of the organization. The clear goal set to individual employee would allow proper communication of the organization objectives to be followed up by measurement of staff contribution to timely achieve the goal. The objective performance appraisal (PA) contributions and objectives achieved by individual staff would have the following advantages to the employee and the organization (Mead & Andrews, 2011):

- Setting Performance Objectives: PA measures the results of performance

against objectives. Is performance satisfactory? Or should the objectives be changed?

- Staffing: PA evaluates performance. It helps the organization decide on who should be retained and who should be made redundant, and what further training and development may be needed.
- Administration: PA may lead to a review of pay and benefits.
- Change: In terms of the individual, how might his career develop, and be planned to his and the organization's advantages? Feedback from a number of employees over time tells the organization what changes might be made to jobs and reward systems.

It is important to note that the emphasis that can be given by the organization may vary from one to the other organization, and different emphasis might be chosen. It follows that different approaches are followed by the organizations in securing the information needed (Mead & Andrews, 2011). Effective staff performance appraisal process happens if supported by a well-structured and implemented staff performance management system.

The context organization of this study is Ethiopian Agricultural transformation Agency (ATA). The ATA has mission of catalyzing the transformation of the agricultural sector in Ethiopia and thereby enable the country to achieve middle income status by 2025. With this mission, the mandate of ATA is more explained in the next section.

What is the mandate of Ethiopian Agricultural Transformation Agency (ATA)?

The mandate of the ATA is to address the systemic bottlenecks in the agriculture sector by supporting and enhancing the capability of the Ministry of Agriculture (MoA) and other public, private, and non-governmental implementing partners. In doing so, the ATA aims to support the doubling of the national production of key crops from 2005 levels by 2025, and to achieve an average annual growth rate of at least 8.1% in the

agriculture sector during the Growth and Transformation Plan I & II (2005-2025). (ATA Internal Audit Manual, 2015)

ATA has two main objectives as part of its mandate (ATA Internal Audit Manual, 2015):

1. Support agriculture sector stakeholders in developing and implementing solutions to systemic bottlenecks in order to transform the agriculture sector, support the implementation of a targeted set of integrated interventions that will make immediate impact for a large number of women, men and youth smallholder farmers in Ethiopia
2. Special requests and projects assigned by the Agricultural Transformation Council

It is important to note that the ATA must maintain an extremely focused approach to all of the work that it undertakes. This sense of focus existing both in the specific activities that the organization is involved with, as well as the specific role it plays within those activities. Rigid adherence to the principles that govern ATA's work in these two areas is critical to ensure that overlaps with the Ministry of Agriculture and other partners are minimized.

The main internal stakeholder that undertakes the ATA mandate is its human resource. In the process of ATA mission achievement, the ATA employee performance management approach and process plays a vital role. The performance management process has an integral role in supporting the day to day monitoring of performance gaps of employees in the organization that would hinder the achievement of the ATA mission. This study therefore identifies the problems of the employee performance management process of ATA with their causes so that the study can come up with a workable solution to address them.

1.2. Statement of the problem

Effective staff performance appraisal process is important for the successful management of individual staff as well as organization performance. The staff performance appraisal

process in ATA has been encountering challenge to objectively measure output and results of employees. The researcher observed employees complaint on the subjective performance management process. The employees also have concerns on the objectivity of the performance appraisal process for it also affects their compensation when the ratings are linked to the reward system.

The challenges of the performance management process can be viewed from different point of views and the commonality of the challenge will be significant to address the challenge. This study therefore explores the problems of ATA performance management system and processes in relation to employees, supervisors, and the performance management system and process itself.

1. **Employees:** Do employees believe the performance management system and the process are objective enough and consider them important for their career progression?
2. **Supervisors:** Do supervisors have imperative leadership traits to close the employee performance gaps?
3. **Performance management system and review process:** Does the ATA performance management system manifest the characteristics of strategic congruence, context congruence, thoroughness, practicality, meaningfulness, specificity, reliability, validity, acceptability and fairness, inclusiveness, openness, correctability, standardization, and ethicality?
4. What are the major problems encountered in the performance appraisal process?
5. What is the best possible performance appraisal practice that will bridge the gaps experienced by ATA?

1.3. Research questions

The research questions are:

- a. Does the performance management system align to the attainment of ATA's strategic goals?
- b. Does the performance appraisal process play a pivotal role with capacity building of employees?
- c. Does ATA's performance management system provide a strong ground that can entail continuous improvement of employees' capacity or learning?
- d. Does ATA's performance management system provide a strong ground that can support the achievement of ATA's mission and mandate through its employees?

1.4. Objectives of the study

1.4.1. General objective

The general objective of the study is to assess the performance management system of ATA and suggest alternative actions to be taken to alleviate major shortcomings observed/encountered.

1.4.2. Specific Objective

The study is aimed to assess and examine the problems of ATA performance management system and suggests alternative actions to be taken in order to alleviate the major shortcomings of the existing staff performance management system.

The findings and recommendations of the study will then be used as optional approach to increase effectiveness of staff performance management process in the case of ATA.

The specific objectives of the study are to:

- Examine the performance management system and the processes applied in ATA
- Assess the difficulties and problems of the performance appraisal process
- Assess the impacts that the performance management system prerequisites applied in the performance management processes of ATA
- Identify the causes of the problems of the study and define them to the basic performance management principles and perspectives and their impact in bringing solutions to the ATA performance management system and process problems
- Recommend possible solutions to address the identified problems and challenges of ATA performance management system and process

1.5. Significance of the study

The attempts of the research have the following practical and academic significances:

1.5.1. Practical significance:

The study is aimed to identify the problems of the existing ATA performance management practice and suggests alternative actions to be taken in order to alleviate the major short comings. The findings and recommendations of the study will then be used as optional approach to increase effectiveness of staff performance management process in the case of ATA.

1.5.2. Academic significance:

The study may be used as a reference material to students and academic community in their effort to explore performance management systems in general and more specifically in the context of ATA.

1.5.3. Future researches:

The study could also provide general view and reference to those interested in making further study on the same issue.

1.6. Scope of the study

The study focuses on staff performance management system applied to appraise the job performance of project staff, core staff, and international consultants working in operations and program/project teams of ATA. The study focuses on the practices of staff performance management system in the last two years and six months (December 2012 to June 2015) for the reason ATA had staff performance appraisal process for six cycles apart by six months since its establishment in January 2011. The researcher believes that additional performance appraisal cycle process would provide more data for analysis in the future but this research is limited to the time dimension of two years and six months of the ATA operation.

The study also considers only staff that are currently active in ATA but does not consider staff that have already left the organization despite the staff that have already left the organization were involved in the previous performance management processes. The researcher believes that data collected from current ATA staff would be more reliable besides the difficulty of locating staff that left the organization.

1.7. Organization of the Study

This study is organized under five chapters.

Chapter One: The first chapter covers the background of the study, statement of the problem, research questions, objective of the study, significance of the study, scope of the study, limitations of the study and the research methodology.

Chapter Two: The second chapter critically reviews the relevant theoretical literature to the topic of performance management systems followed by the empirical literature which

narrates performance management system, practices and processes that ATA applies to manage its staff performance.

Chapter Three: The third chapter deals with the methodology used, research design, data collection tools and techniques, sampling procedures and data analysis techniques of the study which is a case study analysis on ATA's staff performance management practice.

Chapter Four: The fourth chapter presents the result and discussions of data analysis.

Chapter Five: The last chapter summarizes the findings as well as the conclusion and recommendation of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter refers to the relevant theoretical and empirical literature considered in the analysis of the study findings presented in chapter four.

2.2. Theoretical review

2.2.1. What is Performance Management?

It is important to understand the meaning of performance management in the context of organizational setup in order to identify the factors that are involved in the process. Performance Management as defined by Aguinis (2013) is a continuous process of identifying, measuring, and developing the performance of individuals and teams and aligning performance with the strategic goals of the organization. This definition can be viewed to have two components:

- a. Continuous process: implies to performance management is ongoing. It involves a never ending process of setting goals and objectives, observing performance, and giving and receiving ongoing coaching and feedback (Aguinis, 2013).
- b. Alignment with strategic goals: Performance management requires that managers ensure that employees' activities and outputs are congruent with the advantage. Performance management therefore creates a direct link between employee performance and organizational goals and makes the employees' contribution to the organization (Aguinis, 2013).

As also stated in the definition, the link of the two main components explains that it is not a onetime task that happens once in a period but follows during every relationship of supervisor and employee in the journey so organizational goal achievement. It can also be

argued that employee assumes a role in an organization to contribute for the organizational goal achievement by aligning her/his activities and outputs to the direction of the organization s/he is employed for.

Performance management can also be defined as follows:

- "Performance management is a systematic process for improving organizational performance by developing the performance of individuals and teams. It is a means of getting better results by understanding and managing performance within an agreed framework of planned goals, standards and competency requirements." (Armstrong, 2009)
- As Weiss and Hartle (1997) commented, performance management is: "A process for establishing a shared understanding about what is to be achieved and how it is to be achieved, and an approach to managing people that increases the probability of achieving success." (Armstrong, 2009)
- "Managing human resources includes keeping track of how well employees are performing relative to objectives such as job descriptions and goals for a particular position. The process of ensuring that employees' activities and outputs match the organization's goals is called performance management." (Barry, John, Patrick, Raymond, Sandra, 2009)
- "Performance management is a process that consolidates goal setting, performance appraisal, and development into a single, common system, the aim of which is to ensure that the employee's performance is supporting the company's strategic aims." (Dessler, 2005)

- Performance management is the process by which executives, managers, and supervisors work to align employee performance with the firm's goals. (Ivancevich, 2004)

Performance evaluation as such is the activity used to determine the extent to which an employee performs work effectively. Other terms for performance evaluation include performance review, personnel rating merit rating, performance appraisal, and employee evaluation. (Ivancevich, 2004)

2.2.2. Objectives of employee performance management

Ivancevich (2004) has put the following potential objectives of performance management that can be served by a well-designed formal evaluation system:

- **Development:** it can determine which employees need more training, and it can help evaluate the results of training programs. It helps subordinate-supervisor counseling relationship, and it encourages supervisors to observe subordinates to help employees.
- **Motivation:** it can encourage initiative, develop a sense of responsibility, and stimulate efforts to perform better.
- **Human resource and employment planning:** it can serve as a valuable input to skills inventories and human resource planning.
- **Communications:** it can serve as a basis for an ongoing discussion between superior and subordinate about job-related matters. Through interaction and an effective feedback process, the parties get to know each other better.
- **Legal compliance:** It can serve as a legally defensible reason for promotions, transfers, rewards, and discharges.
- **HRM research:** it can be used to validate selection tools such as a testing program.

Herman Aguinis (2013) also discusses sixteen advantages of performance management system as it is useful to:

- a. Increase motivation to perform: receiving feedback on recognition of past success motivates one for future accomplishments.
- b. Increase employee self-esteem: receiving feedback fulfills ones basic need of being recognized and valued at work that likely increases self-esteem.
- c. Better insight of managers about their subordinates: appraisals provide a new insight about the appraised to direct supervisors by which the supervisor can produce better relationship with subordinate employee.
- d. Clear job description and results expected: employees may gain a better understanding of the behaviors and results required of their specific position.
- e. Development of self-insight and growth: participants gain a better understanding of their particular strengths and weaknesses that can help them better define future career paths.
- f. Clear organizational goals: appraised understands how organizational goals cascade down to the unit and the individual employee.
- g. More competent employees: there is a solid foundation for helping employees become more successful by establishing development plans that improves employee performance.
- h. Minimize misconduct: good performance management in place clearly label and define misconduct to be identified early on before it leads to sometimes irreversible negative consequences.
- i. Better protection of lawsuits: when performance management is in place it can help to document the compliance with regulations on equal treatment of employees regardless of sex and ethnic background.
- j. Timely feedback and identification of good and poor performance: performance management systems allow for a quicker identification of good and poor performance.

- k. Facilitate organizational change: performance management provides tools and motivation for individuals to change, which in turn, helps drive organizational change.
- l. Supervisor's view of performance is communicated more clearly: there is greater accountability in how managers discuss performance expectations and provide feedback.
- m. Employees' intention and commitment to stay in the organization is enhanced: when employees are satisfied with their organization's performance management system, they are more likely to be motivated to perform well, to be committed to their organization, and not try to leave the organization.
- n. Encourage voice behavior: a well implemented performance management system allows employees to engage in voice behavior that can lead to improved organizational process. Example can be employee provides suggestions how to reduce cost or speed up specific process during performance review meeting.
- o. Enhance employee engagement: a good performance management system enhance employee engagement where the employees feel involved, committed, passionate, and empowered.

In the other context where performance management system is poorly setup and implemented, negative consequences are associated to the above listed (Aguinis, 2013). A poorly setup and implemented performance management system typically would manifest the following characteristics (Aguinis, 2013).

- a. Increased turnover: employees may become upset and leave the organization or minimize their effort until they are able to find job elsewhere if they don't see the process as fair.
- b. Use of misleading information: information on an employee's performance will be most likely fabricated in the absence of a standardized system.

- c. Lowered self-esteem: inappropriate and inaccurate way of feedback provision can create employee resentment.
- d. Wasted time and money: Performance management systems cost money and time. These resources will be wasted when systems are poorly designed and implemented.
- e. Damaged relationships: the relationship among the individuals involved may be damaged as a consequence of deficient system.
- f. Unjustified demands on managers and employees resources: employees and managers time will be taken up unjustifiably by poorly implemented systems instead of providing the benefits of well-implemented systems.
- g. Decreased motivation to perform: motivation may be lowered in such a way employees may feel of superior performance is not translated into meaningful reward or recognition.
- h. Job dissatisfaction and employee burnout: when the implemented performance management system is not seen as valid and not perceived as fair, employees will be irritated and feel increased level of job burnout and job dissatisfaction.
- i. Varying and unfair standards and ratings: standard and individual ratings may vary across and within units and be unfair. There can also be emerging biases in which personal values, biases and relationships are likely to replace organizational standards. This may result in poor communication in which employees may not know how their ratings are generated and how the ratings are translated into rewards.

Line managers play an important role in implementing the designed systems, and differences in implementation might occur at this level (Journal of Management, Vol. 39 No. 6, September 2013). Nishii and Wright (2008) point out that besides the *intended* or designed HR system that firms develop on paper, we need to distinguish the HR system as *implemented* (i.e., what managers put into practice) as well as the *perceived* HR system (i.e., how employees interpret practices). Nishii, Lepak, and Schneider (2008)

note that there is likely to be a disconnect between intended HR practices as reported by managers and the effect of actual HR practices that is at least partially explained by differential meanings imposed on those practices by employees. This disconnect is problematic if the performance effects of HR practices are argued to (in part) come about via the perceptions of individual employees (Nishii et al, 2008).

To address this difference in perceptions that employees have on the intension of HR practices as well as making the supervisors are equipped with performance management and leadership treats, an intervention of prerequisite activities will be significant. In the process the advantages of an effective performance management system will be evident to objectively measure results and plan for employee development.

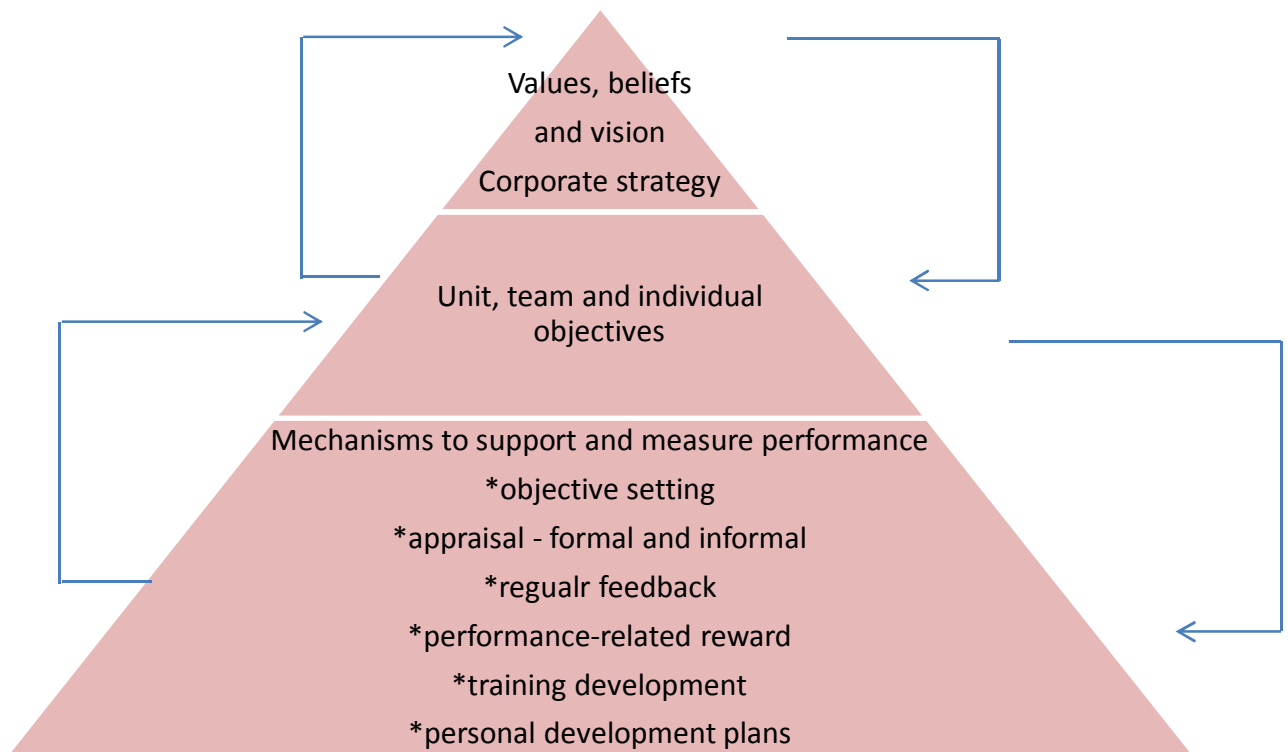
2.2.3. Prerequisites in Performance Management process

The employee performance review is essential for employers who are identifying top performer employees and it is also important to convey what is expected from each of the team. (Walley, 2012)

Bones (1996) made an interesting observation that Performance does not need managing. It needs encouraging, developing supporting and sustaining. These definitions recognize that performance management should be a strategic and integrated activity with processes designed to facilitate improvements through personal development while encouraging and rewarding appropriate employee behaviors (Pilbean & Corbridge, 2010).

Performance management process can be well represented by the following simple diagram that summarizes the sequential stages of organizational values, beliefs, and vision; developing corporate strategy and HR strategy.

Figure 2.1 The performance management process *Source: Stephen Pilbean & Marjorie Corbridge (2010)*



The above diagram depicts that the organizational mission and vision cascades to the individual employee as unit, team and individual objective is targeted for achievement in a certain period of time. The performance of the unit, team, and individual employee will be continuously measured during the performance period. The mechanisms to measure performance is through the processes of objective setting for the unit, team and down to the individual employee to be followed by appraising/evaluating through formal or informal regular feedback by the supervisor. Performance improvement areas of the unit, team or individual employee will be identified in the evaluation of performance to be supported by training and development or personal development plans. The team as well as individual employee will be rewarded if the initially set objectives are met in the

performance period. It is also important to observe in the diagram that performance management is a flexible process and consists of sequential stages (Pilbean & Corbridge, 2010).

Hence it can be stated that there are prerequisites that would be envisaged in the performance management process that needs to be clearly defined and cascading to the units, teams, and individual employees who are working together to achieve them in an organization.

2.2.4. Performance Management process

As discussed in the previous section, the prerequisites in performance management can be summarized into two (1) knowledge of the organization's mission and strategic goals and (2) knowledge of the job in question (Aguinis, 2013). An important objective of any performance management system is to enhance each employee's contribution to the goals of the organization. If there is a lack of clarity regarding where the organization wants to go, or if the relationship between the organization's mission and strategies and the unit's mission and strategies is not clear, there will be a lack of clarity regarding what each employee needs to do and achieve to help the organization get there (Aguinis, 2013). Similarly, objectives or performance indicators can be defined at business unit, team or individual levels (Pilbean & Corbridge, 2010).

Setting objectives requires managers to be familiar with the skills and competencies of the employees and with business unit objectives. There is value in objectives being SMART, but this approach may be seen as lacking flexibility in the modern fast moving business environment (Pilbean & Corbridge, 2010).

As per Pilbean & Corbridge (2010), SMART stands for the following:

S = Specific, Significant, Stretching;

M= Measurable, Meaningful, Motivational;

A=Attainable, Agreed upon, Achievable, Action oriented;

R=Realistic, Relevant, Reasonable, Rewarding, Results oriented,

T=Time based, timely, tangible.

There are critics on SMART objectives that the process is able to recognize and respond to the external and internal environments, and managers need to guard against the danger that rather than being a force for change the performance management process can become an inhibitor of change (Pilbeam & Corbridge, 2010). According to these critics, the basis of continuous improvement is to identify key performance indicators and to strive to enhance these rather than setting targets which are based on past performance.

2.3. Empirical Review

2.3.1. Employee performance management in ATA

ATA implemented formal performance management practice in December 2012 and has been making revisions to the practice. The performance management practice was revised based on survey of the practice and the process was revised in order to minimize the subjectivity of the performance reviews. The performance management process of ATA was initially reviewing competencies of individual employee that is essential to do the job and also core values. It was in September 2014 that ATA revised its performance management practice to be based on goal setting and reviewing the competency matrix.

2.3.2. Performance Management process: ATA

This section of the chapter briefly discusses the ATA performance management process. The performance management process in ATA is based on SMART objective setting based on six core competencies for the particular role the employee is hired (ATA HR Manual, 2015). The six core competencies are namely content expertise, stakeholder

coordination and management, leadership and team development, problem solving and analysis, project and module management, & communication and presence.

It is important to note that each competency of the job holder will be targeted by SMART goals that cascade from the organizational mission and unit objectives.

Every staff targets for SMART goals that link to each core competency requirements of the role s/he is hired for and the goals will be discussed with the supervisor. The SMART goals are set for the annual objectives of the unit that cascade to individual employee. The two formal performance appraisal cycles that happen in the mid year (December) and end of year (June) are the two time line boundaries to which the SMART goals will be targeted to be accomplished. By the annual performance appraisal period, the overall performance of individual employee against the set SMART goals for the core competencies will be evaluated, rated, and discussed between supervisor and employee. The job performance rating scale based on the core competency requirement during the performance appraisal process ranges from 1 to 5 scales. Performance appraisal rating of 3 implies consistent (average/satisfactory) performance while rating of 1 & 2 refers to action & attention (unsatisfactory & below satisfactory) job performance. Ratings of 4 & 5 refer to advancing & exceeding (above satisfactory & exceptional) job performance. It will be at the time of the two cycled performance appraisal that employee training and development as well as self-development plans are discussed based on the appraised job performance during the period.

It also worth mentioning that the staff who are supervisors (senior management, middle level management, as well as line managers) are also appraised through similar performance management process except the manager of a supervisor staff acquires assessment feedback by a 360 degree review process from the reviewed supervisor subordinate (s), parallel peer (s), and from upward non-direct report. This is for the purpose that the manager of the reviewed supervisor can be assisted with performance feedback during her/his write-up of the performance appraisal of the staff who is supervising others.

2.4. Conceptual framework of the study

As discussed in the theoretical literature of this chapter, the advantages of a properly implemented performance management process is manifested by achieving the consequences of organizational, work units, and individual employees' goals alignment. On the other hand, poorly set up performance management processes manifest the opposing characteristics to the advantages. The conceptual framework of this study is hence ATA as an organization applies employee performance management process aiming the advantageous characteristics, and this study assesses the practice of ATA's performance management process to analyze the study findings and conclusion is reached by deducing the theoretical literature reviewed in this chapter.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter of the study include outline of the research methodology applied with the following summary:

- Research Type
- Research design
- Type of research design
- Data collection techniques
- Sampling and sampling techniques
- Methods of data analysis
- Ethical considerations

3.2 Research Type

The type of research used to conduct the study is descriptive research. The study preferred descriptive type of research because the purpose of the research is to describe the state of affairs of staff performance management practices of ATA as it is and identify problem areas of the practice.

3.3 Research Design

The research design is based on qualitative approach. As the design method employed to carry out the study is a case study with view of understanding the full-multi-dimensional picture of the staff performance management practice of ATA and evaluate the process in light of the contemporary human resource performance management concepts, the researcher utilized qualitative approach and case study type of research design. This is because the study is an empirical inquiry that investigates the contemporary phenomenon of the whole staff performance management practice of ATA in which facts are gathered and conclusions are drawn on those facts.

3.4 Data Sources

The study employed both primary and secondary data. Employees and supervisors of ATA are the primary sources of data. Annual reports, manuals, and organizational and HR strategy documents are also referred as secondary data sources.

3.5 Data Collection Tools

The primary data for this study is collected through questionnaire filled by ATA staff whose performance have been appraised at least for two cycles and also supervisors who have appraised staff using the applied performance appraisal system. Questionnaire is chosen due to the advantage of lower cost in time and money as well as it is easy to administer.

On the other hand the research used secondary data sources such as human resource manual of the organization, randomly sampled previous period two consecutive periods staff performance appraisal in record, and employment agreement contracts.

3.6 Sampling Techniques

The study uses stratified random sampling in which the performance appraisal of staff who involved in at least two performance appraisal processes in ATA is to be randomly taken as respondents of the data collection questionnaire. ATA has total of 317 staff as at July 31, 2015(ATA Annual Progress Report, 2015) and the total staff who are currently working in the organization and were involved in at least two performance appraisal processes in ATA which in other words staff who have been working for at least one year total to 190 staff as at July 31, 2015.

For the study 128 staff members were selected from the head quarter and regional offices by purposive sampling technique due to the nature of the roles of some staff were working on field works during the weeks of the data collection time. To calculate the sample size from the total population the following Taro Yamane (1967) sampling formula, which is appropriate for small size population has been employed.

$$n = \frac{N}{1+N(e^2)}$$

Where:

n = sample size

N = total population size, and

e = the standard error with 95% confidence level.

Hence:

$$n = 190 / 1+190 (0.05^2) = \underline{128}$$

Stratified random sampling has been the sampling technique for the study because the study considers representative samples from supervisory and non-supervisory staff. This study believes that data collected from staff who were involved in appraising other staff performance as well as being appraised would provide a reliable data that can support content validity to assess currently employed performance appraisal practice of ATA aimed towards development of employees capacity or learning and performance in the creation of alignment to ATA's strategic goals.

The study applied sample response of all levels of staff (supervisory as well as non-supervisory) so the acquired background information in the performance management process is valid and reliable. In addition the feedback of supervisors has validity significance for they were playing the role of supervisor and coach as well as part of the organization whose performance is reviewed as employees.

Baker (1990) indicates that using sampling ratio technique for population size of less than 1,000, it is generally thought that sampling ratio of 30% of population size is good. In this study, having sample size as n=128 for the questionnaire distribution and data collection, the total number of questionnaires responded (i.e. 105 responses) is greater

than 30% of the population size $N=190$ (i.e. 30% of 190 is 57). As 105 received responses imply greater number than 30% of N , then the total number of responded questionnaires has been considered as good response rate for analysis and study in terms of simplicity and time effectiveness.

3.7 Methods of Data Analysis

To address objectivity of the analysis of data collected from the respondents, the collected data is coded to Statistical Packages for Social Sciences (SPSS) statistical software. The data collected is analyzed using descriptive statistics (with IMB SPSS statistics version 20). Descriptive statistics is used because the study is a survey research to know the opinion and feeling of respondent about the ATA performance management practice. Tables and bar graphs are used to sort and analyze the data, which are used during interpretation of results. The study uses descriptive statistics of mean, median, and range calculations to analyze data collected by the questionnaire responses.

3.8 Ethical Considerations

The study took at most ethical consideration of keeping the confidentiality of the respondents stressing the sole purpose of the study is for academic purposes and the data acquired is anonymously analyzed. As the researcher is a staff member in the Human Resources unit of the organization at the time of the study, it was important to ensure respondents' favorable attention by conformation of the following ethical values and acquire their honest and sincere feedback to every interview question:

- a) The researcher will take the responsibility if the responses are not kept confidential and if any references are made to the respondent's feedback to impact her/him in favor or against.
- b) Every respondent's honest and sincere feedback and comment is highly respected and will be taken into consideration in the study.
- c) The respondent's interest and consent was initially requested by demonstrating the purpose of the study. Not undermining the appreciation to the honest feedback of respondent, the researcher also tried to get the assurance of

respondents that their time, interest and consent will be highly valued in responding to the interview questionnaire and non-responsiveness to the questions shall not be considered uncomplimentary.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION, AND DISCUSSIONS

4 Data Analysis, Interpretation, and Discussions

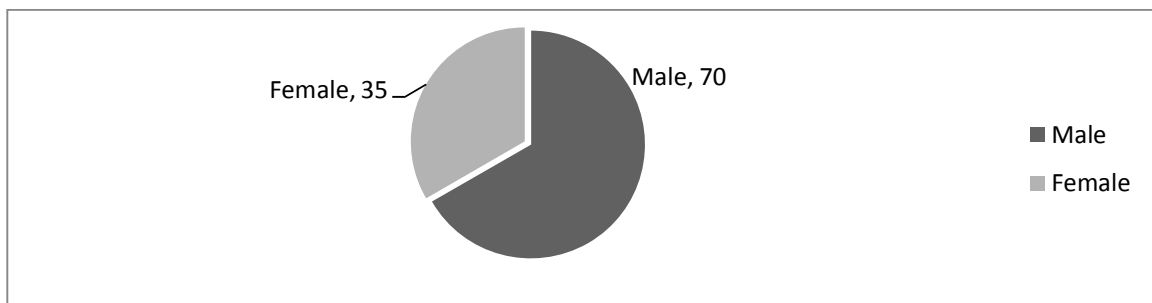
This section of the study summarizes the data collected from the respondents of the interview questionnaire. In the first part of the chapter, the respondents' background information is summarized followed by with presentation of the responses. The responses are also analyzed and discussed as interpreted in line with the relevant literatures. In the following portion of the chapter, the responses to the interview questionnaires are presented, analyzed/interpreted, and discussed.

Total of 105 sample respondents have completed and returned the study interview questionnaire.

4.1 Gender composition of respondents

The below chart presents gender composition of the interview questioner respondents.

Figure 4.1 Gender of respondents (Source: Self survey)

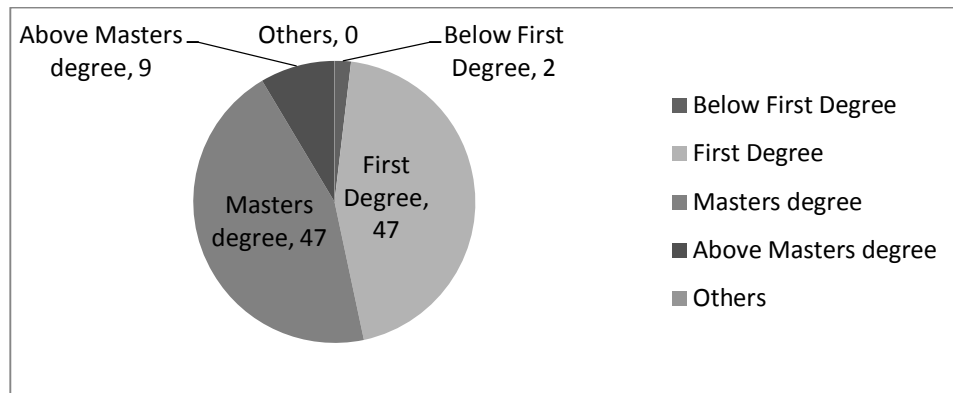


As also graphically represented, the gender distribution of respondents shows that 33% of respondents are female while the remaining 67% are male.

4.2 Educational background of respondents

The below chart presents the number of interview questionnaire respondents with their corresponding educational qualification.

Figure 4.2 Educational background of respondents (Source: self survey)

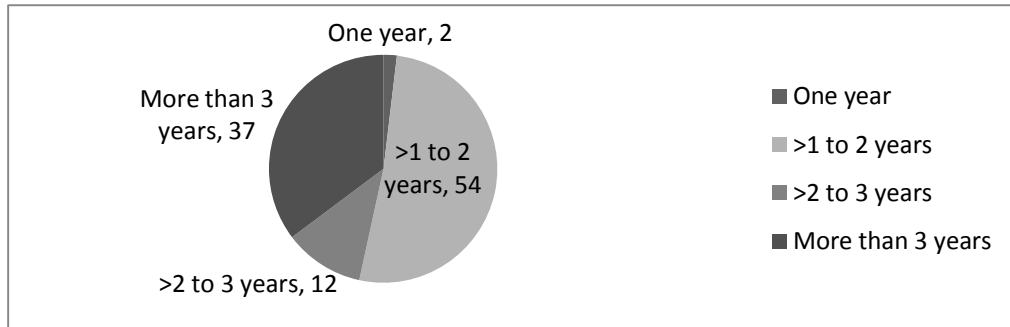


As graphically represented, about 45% of the respondents have educational background of first degree and second degree respectively. About 8% of respondents have educational qualification of above master's degree. Remaining 2% of the respondents have educational qualification level below first degree.

4.3 Work experiences of respondents in ATA

The below chart presents the number of interview questionnaire respondents with their years of experience in ATA. The ATA was established in December 2010 and it has been operational closely for 5 years. About 35% of the respondents have been in ATA for more than three years, about 11% of respondents have been working in ATA for more than two to three years, and 51% of the respondents have been working in ATA for more than one year and less than three years. Remaining 2% have been working in ATA at least for one year.

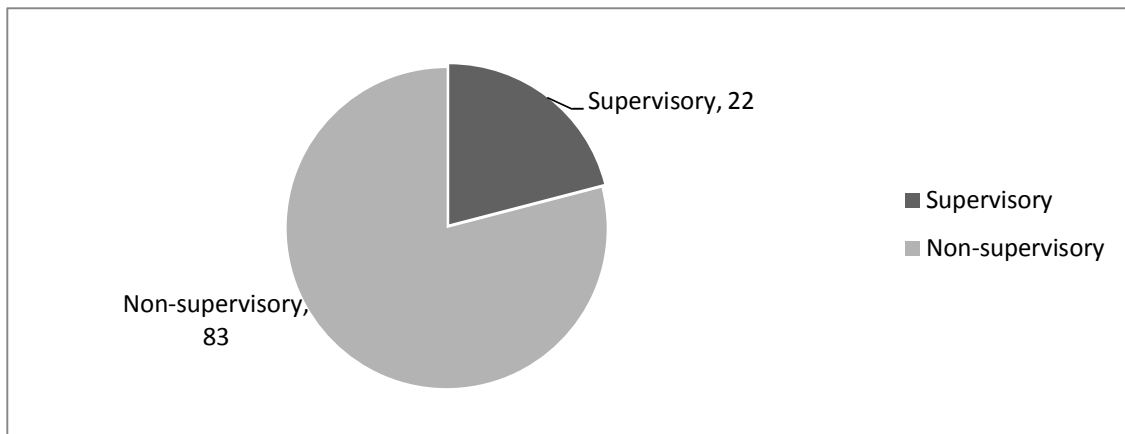
Figure 4.3 Work experiences of respondents (Source: self survey)



4.4 Job categories of respondents

The below chart represents the number of interview questionnaire respondents with their category of job as manager/supervisory (21% of respondents) or employee/non-supervisory (79%).

Figure 4.4 Job categories of respondents (Source: self survey)



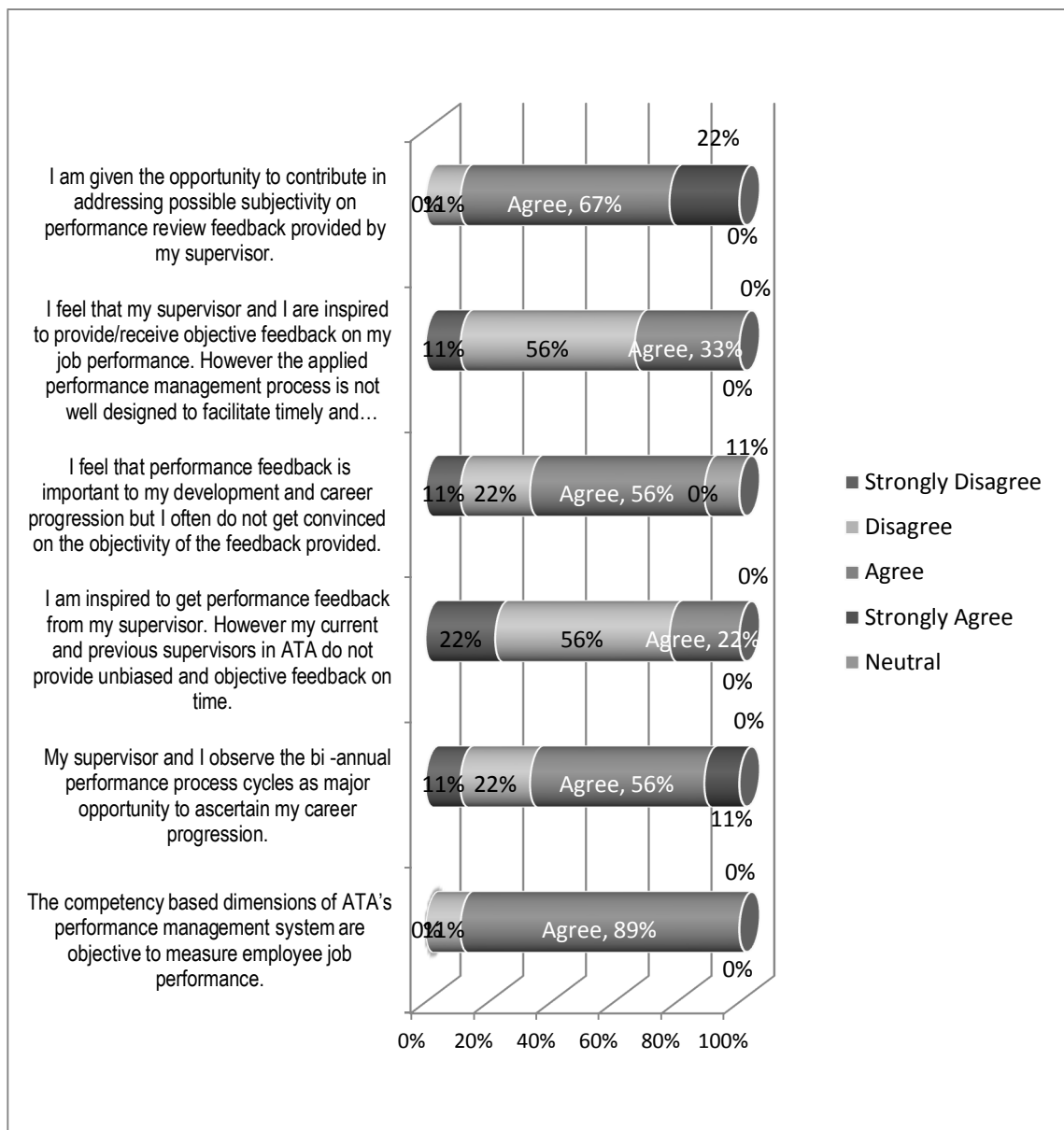
4.5 Alignment of performance management system with attaining strategic goals

As discussed in the previous chapter, interview questionnaire has been distributed to the sample size for this study. Based on the responses, the following section presents the

actual findings of the study with relevant interpretations in accordance with the theoretical explanations.

The second part of the interview questionnaire that followed respondents' background information is intended to survey the employees' and supervisors' understanding and

Figure 4.5 Employees' and supervisor understanding and their contributions in the performance management process of ATA. (Source: self survey)



their contributions in the performance management process of ATA and the impact on employee career progression. The respondents' feedback is summarized on figure (4.5) and briefly explained below.

As presented on the figure, about 89% of the respondents believe that the performance management practice provides opportunity of addressing subjectivity on performance feedback with the reviewer supervisor. Close to 67% of the respondents also agreed that the applied performance management process is well designed to provide timely and objective performance feedback. The majority of the respondents (56%) also indicated that their supervisor often provide subjective and biased feedback that did not convince them, even responding employees understand performance feedback is important for their career progression and development. Moreover, the applied competency based performance management is believed to be objective to measure employee performance by the majority of the respondents (89%).

The one sample tail test (t-test) analysis for the distribution of responses is presented by table (4.1) below. The table presents the overall distribution of sample responses on employees' and supervisor understanding and their contributions in the performance management process of ATA to impact on employee career progression at 95% confidence interval of the difference. Table (4.1) shows that majority of the respondents observe the competency based dimensions of ATA's performance management is objective as a performance management system or practice and also observe the performance management process facilitation is well designed to actually impact on to the level the system is capable to achieve. The respondents also observe that they believe performance management is important for their career progression but are not convinced on the objectivity of the feedback that is provided on individual bases. Most of the respondents who disagreed indicated in writing that that they agree the performance management system is important for career progression but due to lack of evaluator's knowledge and capability, the provided feedback is not objective to impact for their

career progression next steps. Majority also believe that there is opportunity provided to contribute in addressing the subjectivity of provided review feedback.

Hence, the tail test shows that the distribution of the respondents in regards to the sub factor “employees and supervisor understanding and their contributions in the performance management process of ATA to impact on employee career progression” is skewed to the right at 95% confidence interval difference, where most employees and supervisors understand the performance management practice.

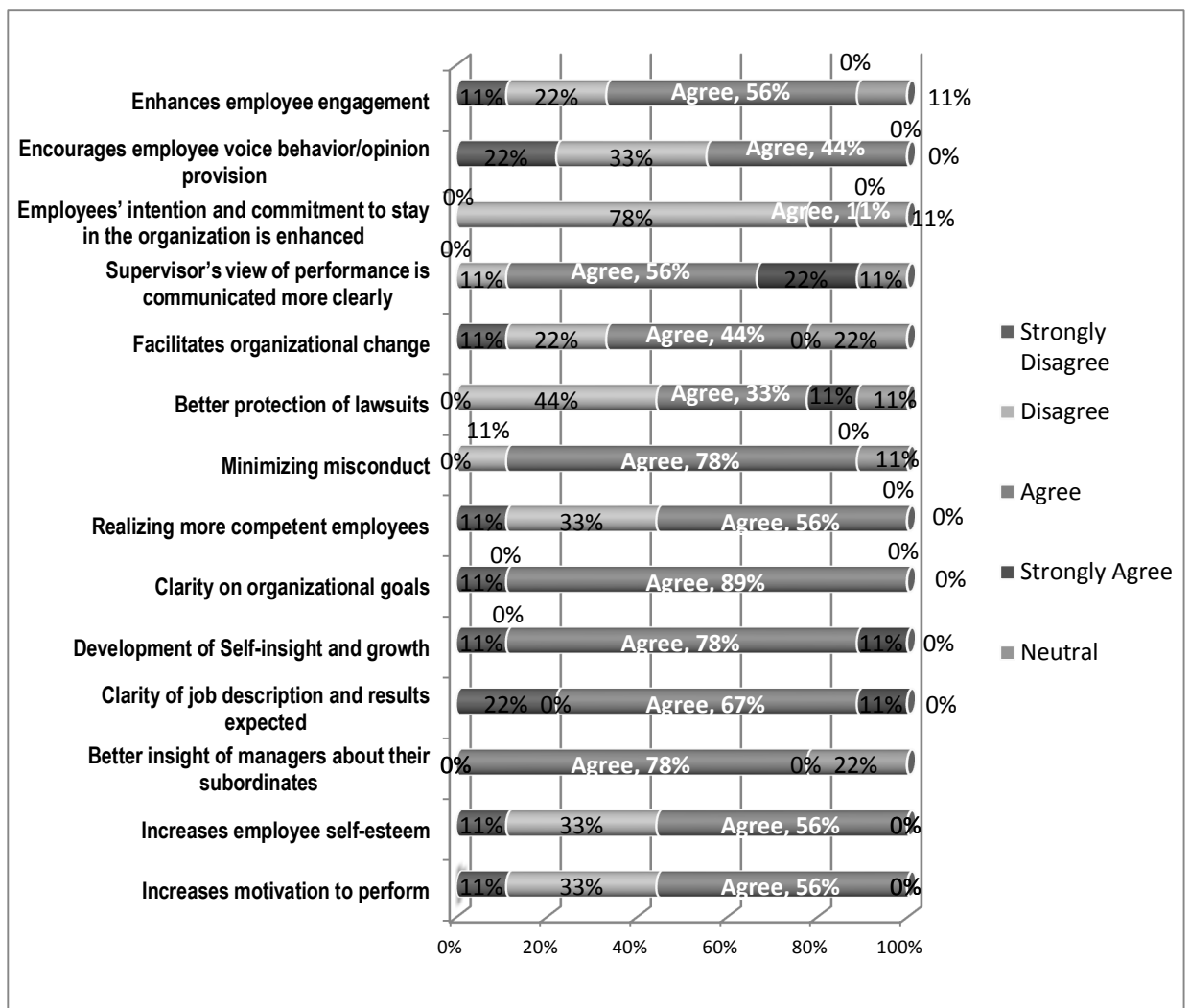
Table 4.1 - T-test table: Employees and supervisor understanding and their contributions in the performance management process of ATA. (Source: self survey)

One-Sample Statistics					Test Value = 0					
Interview Question	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence	
									Lower	Upper
The competency based dimensions of ATA's performance management system are objective to measure employee job performance.	105	3.77	.639	.062	60.444	104	.000	3.771	3.65	3.90
My supervisor and I observe the bi-annual performance process cycles as major opportunity to ascertain my career progression.	105	3.22	1.143	.112	28.849	104	.000	3.219	3.00	3.44
I am inspired to get performance feedback from my supervisor. However my current and previous supervisors in ATA do not provide unbiased and objective feedback on time.	105	2.30	1.055	.103	22.284	104	.000	2.295	2.09	2.50
I feel that performance feedback is important to my development and career progression but I often do not get convinced on the objectivity of the feedback provided.	105	3.10	1.109	.108	28.694	104	.000	3.105	2.89	3.32
I feel that my supervisor and I are inspired to provide/receive objective feedback on my job performance. However the applied performance management process is not well designed to facilitate timely and objective performance	105	2.55	1.074	.105	24.352	104	.000	2.552	2.34	2.76
I am given the opportunity to contribute in addressing possible subjectivity on performance review feedback provided by my supervisor.	105	3.99	.826	.081	49.492	104	.000	3.990	3.83	4.15

They also believe that employees contribute in the performance management process to impact on their career progression.

The third part of the interview questionnaire is intended to identify the ATA performance management system contributions. The respondents' feedback is summarized on figure (4.6) and briefly explained below.

Figure 4.6 Identification of the ATA Performance management system contributions
(Source: Self Survey)



As presented above, majority of the respondents (56%) believe the performance management practice enhances employee engagement for performance. However, lesser

number of respondents (44%) agrees that it encourages employee voice/opinion provision to enhance their engagement on performance. As per the respondents' feedback, about 78% believe due to the limited provision of their voices in the process and also other reasons, employees' intention and commitment to stay in the organization is low. The majority of the respondents however believe that in the performance management practice of ATA supervisors' view of performance is communicated more clearly in the process (78% of respondents), minimizes misconduct (78% of respondents), realize competent employees (56%), clarifies organizational goals (89%), clarifies job description and expected results (67%), increase employees' self-esteem and motivation to perform (56%) as well as provides managers with better insight of their subordinates (78%). However lesser number of respondents believes that the performance management practice facilitates organizational change (44%) and protects the organization from law suits (33%),

The one sample tail test (t-test) analysis for the distribution of responses is presented by table (4.2) below. The table presents the overall distribution of sample responses on ATA performance management system contributions at 95% confidence interval of the difference. Table (4.1) shows that majority of the respondents observe that the performance management practice serve to more clearly communicate supervisors' view of performance as well as it develops self-insight and growth and better insight of managers about their subordinates. In addition it also has major contribution in minimizing misconduct and in creating clarity on organizational goals. The respondents however observe that the performance management practice has relatively limited impact to increase motivation to perform, increase employee self-esteem and enhance employee engagement. Additionally, the respondents' feedback shows the performance management practice has minimal contribution to enhance employees' intention and commitment to stay in the organization and encouraging employee voice behavior/opinion provision.

Hence, the tail test shows that the distribution of the respondents in regards to the factor ATA Performance management system contributions is skewed to the right at 95% confidence interval difference, where according to the response of the sample responses the performance management system contributes and has impacts to a number of sub factors evaluated although it has minimal impact on a few of the sub factors.

Figure 4.2 - T-test table: ATA Performance management system contributions. (Source: Self survey)

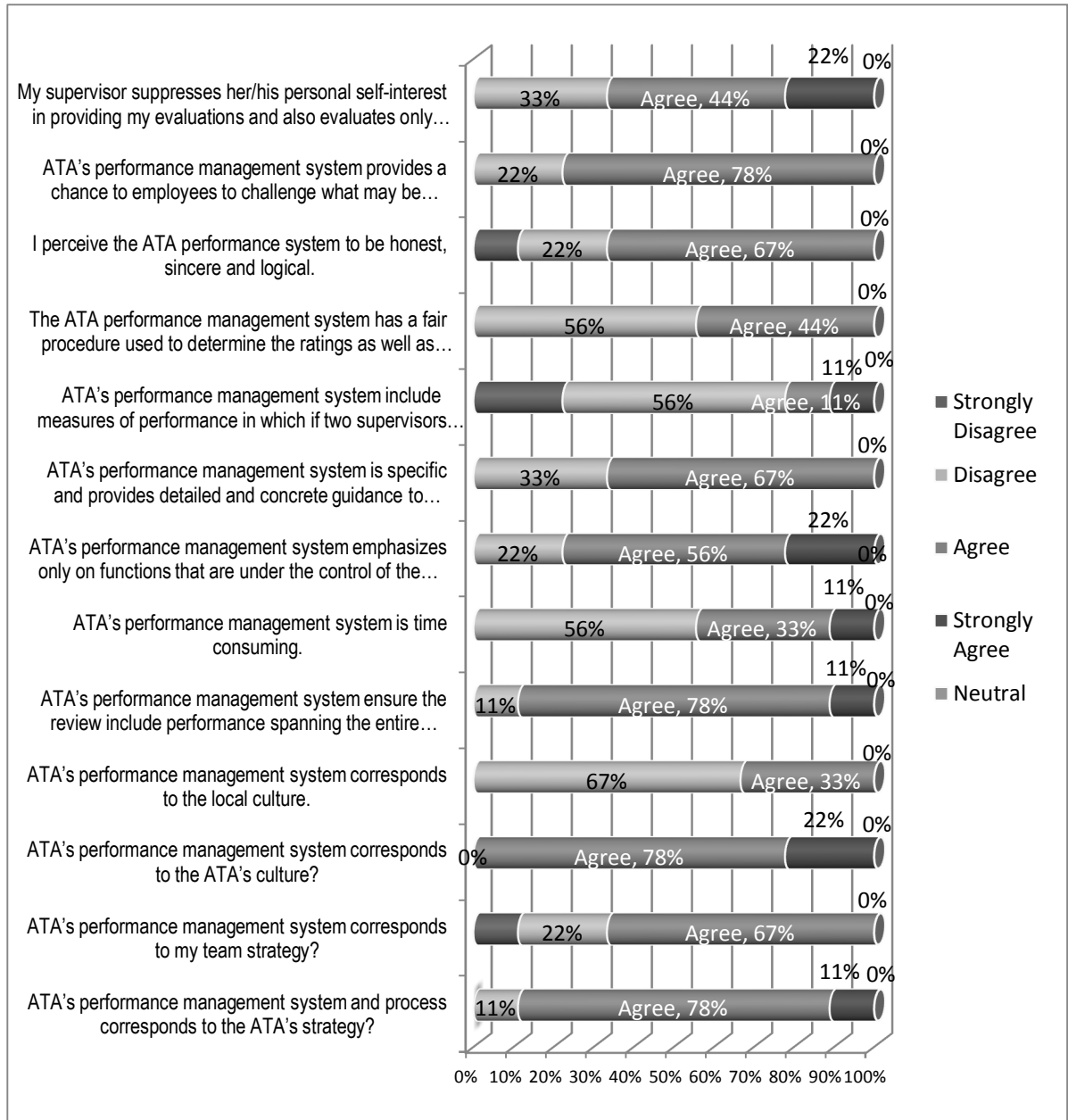
One-Sample Statistics					Test Value = 0					
Interview Question	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)	Mean Difference	Interval of the Difference	
									Lower	Upper
Increases motivation to perform	105	2.990	1.1643	.1136	26.318	104	.000	2.9905	2.765	3.216
Increases employee self-esteem	105	2.98	1.177	.115	25.962	104	.000	2.981	2.75	3.21
Better insight of managers about their subordinates	105	3.78	.416	.041	93.226	104	.000	3.781	3.70	3.86
Clarity of job description and results expected	105	3.46	1.345	.131	26.344	104	.000	3.457	3.20	3.72
Development of Self-insight and growth	105	3.76	1.043	.102	36.973	104	.000	3.762	3.56	3.96
Clarity on organizational goals	105	3.66	.959	.094	39.075	104	.000	3.657	3.47	3.84
Realizing more competent employees	105	2.99	1.164	.114	26.318	104	.000	2.990	2.77	3.22
Minimizing misconduct	105	3.66	.677	.066	55.359	104	.000	3.657	3.53	3.79
Better protection of lawsuits	105	3.10	1.097	.107	28.925	104	.000	3.095	2.88	3.31
Facilitates organizational change	105	3.00	1.065	.104	28.860	104	.000	3.000	2.79	3.21
Supervisor's view of performance is communicated more clearly	105	3.88	.885	.086	44.898	104	.000	3.876	3.70	4.05
Employees' intention and commitment to stay in the organization is enhanced	105	2.34	.677	.066	35.464	104	.000	2.343	2.21	2.47
Encourages employee voice behavior/opinion provision	105	2.23	.788	.077	28.994	104	.000	2.229	2.08	2.38
Enhances employee engagement	105	3.10	1.109	.108	28.694	104	.000	3.105	2.89	3.32

The fourth portion of the interview questionnaire is intended to identify the characteristics manifested by ATA's performance management system. The respondents' feedback is summarized on Figure (4.7) below.

As presented on the figure, majority of the respondents believes that the performance management system and process corresponds to ATA's strategy (89%), corresponds to team strategy (67%), and also corresponds to ATA's culture (98%). Moreover, majority of the sample respondents indicated that the performance management provides a chance to employees to challenge what may be unjust decisions during a performance review

process and the performance management system ensure the review include performance spanning the entire review period (78%).

Figure 4.7 Identification of the characteristics manifested by ATA's performance management system (Self survey)



A few respondents (33%) however believe that the performance management practice corresponds to the local culture and ATA's performance management system has a fair procedure used to determine the ratings as well as procedures used to link the ratings with rewards (11%).

Table 4.3: T-test table: Identification of the characteristics manifested by ATA's performance management system. (Source: self survey)

Interview Questions	One-Sample Statistics				Test Value = 0					
	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the	
									Lower	Upper
ATA's performance management system and process corresponds to the ATA's strategy?	105	3.89	.751	.073	53.031	104	.000	3.886	3.74	4.03
ATA's performance management system corresponds to my team strategy?	105	3.22	1.143	.112	28.849	104	.000	3.219	3.00	3.44
ATA's performance management system corresponds to the ATA's culture?	105	4.22	.416	.041	104.028	104	.000	4.219	4.14	4.30
ATA's performance management system corresponds to the local culture.	105	2.67	.947	.092	28.844	104	.000	2.667	2.48	2.85
ATA's performance management system ensure the review include performance spanning the entire review period, not just the few weeks or months before the review.	105	3.89	.751	.073	53.031	104	.000	3.886	3.74	4.03
ATA's performance management system is time consuming.	105	3.01	1.164	.114	26.486	104	.000	3.010	2.78	3.23
ATA's performance management system emphasizes only on functions that are under the control of the employee (eg. it is considerate if stakeholder's delays causes issues when measuring the employee speed of project completion)	105	3.78	1.028	.100	37.678	104	.000	3.781	3.58	3.98
ATA's performance management system is specific and provides detailed and concrete guidance to employees about what is expected of them and how they achieve the expectations.	105	3.33	.947	.092	36.056	104	.000	3.333	3.15	3.52
ATA's performance management system include measures of performance in which if two supervisors provided ratings of the same employee and performance dimensions, ratings should be similar.	105	2.33	1.253	.122	19.079	104	.000	2.333	2.09	2.58
The ATA performance management system has a fair procedure used to determine the ratings as well as procedures used to link the ratings with rewards.	105	2.90	.999	.098	29.689	104	.000	2.895	2.70	3.09
I perceive the ATA performance system to be honest, sincere and logical.	105	3.25	1.125	.110	29.588	104	.000	3.248	3.03	3.47
ATA's performance management system provides a chance to employees to challenge what may be unjust decisions during a performance review process.	105	3.56	.831	.081	43.912	104	.000	3.562	3.40	3.72
My supervisor suppresses her/his personal self-interest in providing my evaluations and also evaluates only performance dimensions for which s/he has sufficient information.	105	3.55	1.168	.114	31.156	104	.000	3.552	3.33	3.78

The one sample tail test (t-test) analysis for the distribution of responses is presented by table (4.3) on identification of the characteristics manifested by ATA's performance management system.

As presented, the mean of the sample response of this distribution depicts that the respondents are basically agreeing the characteristics manifested by ATA's performance management can be categorized and analyzed as follows:

- Strategic congruence: majority of the respondents believe the performance management practice corresponds to the ATA's and relevant work unit strategy.
- Context congruence: the majority of respondents believe the performance management practice corresponds to the ATA's organizational culture. However a few of respondents agree the performance management practice corresponds to the local culture.
- Thoroughness: the majority of respondents believe the performance management practice span to the entire review period, and looks at the entire performance during the evaluation period.
- Practicality: close to half of the sample respondents do not agree the performance review process is time consuming, and they agree on its practicality.
- Meaningfulness: significant number of the sample respondents believe the performance management practice focuses on the functions that is under the control of the evaluated employee as such it is meaningful.
- Specificity: majority of the sample respondents agree that the performance management practice guides the employee with specific expectations to deliver and how to deliver.
- Reliability: a few number of sample respondents however believe the performance management practice lacks reliable measurement of performance that ensures an employee to be rated similar for the same level of performance by two supervisors.

- Validity: A few of the sample respondents also believe the performance management practice has a fair procedure used to determine the ratings as well as procedures used to link the ratings with rewards, in which many does not believe on the validity of the practice in terms of fair procedure to determine the ratings and the link with rewards.
- Acceptability and fairness: majority of the sample respondents believe the performance management system is logical and acceptable.
- Inclusiveness, openness, correctability, standardization, and ethicality: majority of the respondents also observe the performance management practice chance to challenge unjustified decisions. On the other hand, although majority of the sample respondents believe the system is standardized and ethical, a significant number of the sample respondents also disagree as compared to the number of respondents agreed on the sub factor of its inclusiveness and openness to challenge unjustified decisions.

In summary of the factors analyzed above, ATA's performance management practice is aligned to the prerequisites of performance management process but it is observing problems summarized with possible recommended solutions in the next chapter.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Summary

As discussed in the previous section, the performance management practice of ATA manifests the processes that envisages the achievement of individual and team goals that cascades from ATA mission and objectives. The findings of the study shows that the performance management practice of ATA manifests prerequisites of performance management processes that focus on cascading the mission of the agency to the work units and individual employees through SMART goals and objectives agreed at the beginning of every fiscal year.

As Aguinis (2013) denotes that an important objective of any performance management system is to enhance each employee's contribution to the goals of the organization, the ATA performance management as well is one of the major processes that help the organization to measure the contribution of individual employee to the goals. The employees also contribute to the performance management process that will contribute to their career progression.

However, there is observed gap in the performance management process although the performance management practice or system is aligned to consider the employees important and contributes to their career progression. The supervisors that provide the performance feedback are observed to limit the employee career progression that should have been contributed by the performance management process. This gap of the supervisors can be mainly caused by lack of capability on subject matter that employee is evaluated upon or the leadership traits that is important to properly provide coaching and constructive feedback to the reviewed employee on time.

The cause on this gap can also be related to the reason that the performance management system does not currently correspond to the local culture. This is to mean that even though the performance management practice correspond to the ATA's performance culture and contributes to the prerequisites of cascading the organizational mission to the individual employee level, the local culture and its context towards performance management practices has limited the supervisors' and employee openness in implementing the performance management system in an inclusive and open manner of providing opportunities to the reviewed employee to challenge unjustified decisions. This has impacted to the validity and correctness of the performance management process practice in terms of fair procedure to determine the ratings and the link with rewards. This lack of the performance management process validity in terms of ratings has caused lack of reliable measurement of performance that ensures an employee to be rated similar for the same level of performance by two supervisors.

5.2 Conclusion

As mentioned on the first chapter of this study, the research questions are:

- a. Does the ATA performance management system align to the attainment of ATA's strategic goals?
- b. Does the ATA performance appraisal process play a pivotal role with capacity building of employees?
- c. Does ATA's performance management system provide a strong ground that can entail continuous improvement of employees' capacity or learning?
- d. Does ATA's performance management system provide a strong ground that can support the achievement of ATA's mission and mandate through its employees?

One conclusion is that ATA's performance management practice provides a strong ground that can entail continuous improvement of employees' capacity or learning and

performance in the creation of alignment to ATA's strategic goals. It can also be concluded that the performance management practice provide a strong ground that can support the achievement of ATA's mission and mandate through its employees.

However the performance management process and its implementation has limited the capacity of the system in achieving the performance management contribution and impact in terms of increasing motivation of employees to perform, increasing employee self-esteem, and enhancing employee engagement to perform. The lack in the performance management process implementation has caused minimal contribution to enhance employees' intention and commitment to stay in the organization and encouraging employee voice behavior/opinion provision.

Hence ATA's performance appraisal process play an integral role in translating ATA's performance strategic goals into specific employees' goals but has gaps in translating employees' performance measurement to achieve the results of increasing motivation to perform, engaging staff on performance, and enhancing employees' intention and commitment to stay in the organization.

Based on the conclusion drawn therefore the following are identified as major problems of ATA's performance appraisal process:

1. The ATA performance management practice corresponds to the organizational strategy but lacks coordination with the local culture, specifically to the implementation of the performance management system in the organization. The organization implemented competency based performance management system in which the six competency matrix of the relevant role the employee is hire for is referred to evaluate her/his performance level towards the SMART goals set for the period. The local cultural context related to the lacking work ethics attitude and strict application of regular constructive feedback giving / receiving culture however has been causing problems and the validity and reliability of the performance review process is not ensured on individual employee performance evaluation cases.

2. The performance management process also lacks performance measurement with fair procedure used to determine the ratings as well as procedures to link the ratings with rewards. This resulted dissatisfaction of employees and reduce employees' self-esteem that has eventually led to decline of employees' intention and commitment to stay in the organization longer.
3. The ATA performance management practice is logical and meaningful. However it is not inclusive and open to challenges that are initiated by employees when unjustified decisions are made on an individual performance evaluation. As per the finding of the study many believe the practice provides chance to employees to challenge unjustified decisions, but it was also observed that a significant number of respondents disagreed. Hence it can be concluded that the performance management process has problems to be inclusive and open at all times in fairly resolving such unjustified decisions on employees' performance review result and feedback.

5.2. Recommendations

The study therefore provides the following possible recommendations to address the identified problems:

- The ATA has staff with diverse cultural background. In order to address differences on work ethics attitudes that is caused in the cultural background context and have a common understanding on the performance evaluation process across the organization, it is recommended to intensively orient the new joining staff on the overall ATA's employee performance evaluation process at their early days in the organization. Supervisors also need to closely follow up their performance and provide constructive feedback at a regular basis so that employees are aligned to the ATA performance management practices earlier than the formal review cycles in December and June.
- The agency also needs to introduce performance measurement method with fair procedure to determine the ratings as well as procedures to link the ratings with

rewards. In order to maintain consistent and fair ratings and procedure to link ratings with reward, the senior management should closely calibrate the consistency of the performance feedback to every employee and the justifications for the rating as provided by supervisors versus the standard rating parameters that is applied in the organization. This will minimize circumstances of unjustified over and under rating of employee performance evaluation. The link to reward based on the calibrated job evaluation rating shall also be strictly guided by the internal relevant procedure but not based on subjective conclusions. It is also recommended to provide regular refresher trainings to supervisors on topics of competency based performance management and on the overall ATA performance evaluation process.

- As also explained in the earlier chapters of this study, performance management is a process for establishing a shared understanding about what is to be achieved and how it is to be achieved, and an approach to managing people that increases the probability of achieving success. (Armstrong, 2009) Hence employees should feel they are involved in the decisions made on their performance evaluation results and supervisors shall ensure this is achieved by providing regular timely feedback to their employees. This will minimize cases of unjustified decisions made on employee performance evaluations, and employees will most likely be convinced on the decision.

In addition to the above recommendations provided, the researcher also recommends others to conduct study on the topic and provide additional recommendations.

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APPENDIX

Appendix 1 - Questionnaire

St. Mary's University

School of Graduate Studies

Employee Performance Management Practices of Ethiopian Agricultural Transformation
Agency

Dear respondent,

Thank you for taking your time in filling out this brief questionnaire. The purpose of this questionnaire is for the partial fulfillment of the requirements for the degree of Masters of Business Administration. It is aimed for academic purpose that focuses on the topic 'Assessment of ATA's employee performance management practice'.

Your valuable response to each question below will have great contribution to the success of the study. I also believe your unbiased and well explained response will help to minimize the probability of making wrong conclusions and recommendations based on the study findings.

Thank you again for taking your time in completing this questionnaire.

PART I – General Information: Please mark one of the alternative choices that would describe you best:

1. Sex: Male Female
2. Academic qualification:
 - a. Below first degree
 - b. First degree
 - c. Master's degree

- d. Above Masterø
 - e. Other (specify)_____
3. Number of years you stayed in ATA
- a. One year
 - b. 1 to 2 years
 - c. 2 to 3 years
 - d. More than 3 years
4. Please indicate your position level:
- a. Non-supervisory
 - b. Supervisory

PART II - Aim: Identifications of employees' and supervisor understanding and their contributions in the performance management process of ATA to impact on employee career progression. Please mark only one of the alternatives for each query:

1. The competency based dimensions of ATA's performance management system are objective to measure employee job performance.
- a. Strongly disagree
 - b. Disagree
 - c. Neutral
 - d. Agree
 - e. Strongly Agree

Explanations to my response

2. My supervisor and I observe the bi -annual performance process cycles as major opportunity to ascertain my career progression.

- a. Strongly disagree
- b. Disagree
- c. Neutral
- d. Agree
- e. Strongly Agree

Explanations to my response

3. I am inspired to get performance feedback from my supervisor. However my current and previous supervisors in ATA do not provide unbiased and objective feedback on time.

- a. Strongly disagree
- b. Disagree
- c. Neutral
- d. Agree
- e. Strongly agree

Explanations to my response

4. I feel that performance feedback is important to my development and career progression but I often do not get convinced on the objectivity of the feedback provided.

- a. Strongly disagree
- b. Disagree
- c. Neutral

- d. Agree
- e. Strongly agree

Explanations to my response

5. I feel that my supervisor and I are inspired to provide/receive objective feedback on my job performance. However the applied performance management process is not well designed to facilitate timely and objective performance feedback.

- a. Strongly disagree
- b. Disagree
- c. Neutral
- d. Agree
- e. Strongly agree

Explanations to my response

6. I am given the opportunity to contribute in addressing possible subjectivity on performance review feedback provided by my supervisor.

- a. Strongly disagree
- b. Disagree
- c. Neutral
- d. Agree
- e. Strongly Agree

Explanations to my response

PART III – Aim: Identification of the ATA Performance management system contributions

7. *I rank the ATA Performance Management process contributions in respect to each of the below. Please mark only one of the alternatives for each query:*

(1= Strongly Disagree, 2= Disagree, 3=Neutral, 4= Agree, 5= Strongly Agree)

	1	2	3	4	5
a) Increases motivation to perform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Increases employee self-esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Better insight of managers about their subordinates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Clarity of job description and results expected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Development of Self-insight and growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Clarity on organizational goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Realizing more competent employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Minimizing misconduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Better protection of lawsuits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Facilitates organizational change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Supervisor's view of performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

is communicated more clearly					
l) Employees' intention and commitment to stay in the organization is enhanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Encourages employee voice behavior/opinion provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Enhances employee engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART IV.

Aim: Identification of the characteristics manifested by ATA's performance management system: *strategic congruence, context congruence, thoroughness, practicality, meaningfulness, specificity, reliability, validity, acceptability and fairness, inclusiveness, openness, correctability, standardization, and ethicality*

8. I perceive the ATA Performance Management system on each of the below : (1= Strongly Disagree, 2= Disagree, 3=Neutral, 4= Agree, 5= Strongly Agree)

	1	2	3	4	5
a) ATA's performance management system and process corresponds to the ATA's strategy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ATA's performance management system corresponds to my team strategy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ATA's performance management system corresponds to the ATA's culture?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) ATA's performance management system corresponds to the local culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

e) ATA's performance management system ensure the review include performance spanning the entire review period, not just the few weeks or months before the review.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) ATA's performance management system is time consuming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) ATA's performance management system emphasizes only on functions that are under the control of the employee (eg. it is considerate if stakeholder's delays causes issues when measuring the employee speed of project completion)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) ATA's performance management system is specific and provides detailed and concrete guidance to employees about what is expected of them and how they achieve the expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) ATA's performance management system include measures of performance in which if two supervisors provided ratings of the same employee and performance dimensions, ratings should be similar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) The ATA performance management system has a fair procedure used to determine the ratings as well as procedures used to link the ratings with rewards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

k) I perceive the ATA performance system to be honest, sincere and logical.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) ATA's performance management system provides a chance to employees to challenge what may be unjust decisions during a performance review process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) My supervisor suppresses her/his personal self-interest in providing my evaluations and also evaluates only performance dimensions for which s/he has sufficient information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Any closing comments?

DECLARATTON

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of Worku Mekonnen (PhD.). All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of learning any degree.

Name

Signature

St. Mary's University College, Addis Ababa

December, 2015

ENDORSEMENT

This thesis has been submitted to St. Mary's University College, School of Graduate Studies for examination with my approval as a university advisor.

Advisor

Signature

St. Mary's University College, Addis Ababa

December, 2015