



**ST. MARY'S UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**ASSESSMENT OF PERFORMANCE MANAGEMENT  
PRACTICES IN SAVE THE CHILDREN  
INTERNATIONAL, ETHIOPIA COUNTRY OFFICE**

**BY:  
KEBRE HAILU MEKONNEN  
(ID NO. SGS/0090/2006)**

**JANUARY 2016  
ADDIS ABABA, ETHIOPIA**

**ST. MARY'S UNIVERSITY, SCHOOL OF GRADUATE STUDIES**

**ASSESSMENT OF PERFORMANCE MANAGEMENT  
PRACTICES IN SAVE THE CHILDREN  
INTERNATIONAL, ETHIOPIA COUNTRY OFFICE**

**BY:**

**KEBRE HAILU MEKONNEN**

**(ID NO. SGS/0090/2006)**

**A THESIS SUBMITTED TO ST.MARY'S UNIVERSITY, SCHOOL OF  
GRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS  
ADMINISTRATION-GENERAL**

**ADVISOR:**

**ABDUREZAK MOHAMMED (Ph.D.)**

**JANUARY 2016**

**ADDIS ABABA, ETHIOPIA**

## DECLARATION

I, Kebre Hailu Mekonnen, declare that this thesis is my original work, prepared under the guidance of Dr. Abdurezak Mohammed. 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 earning any degree.

Kebre Hailu Mekonnen

Name

Signature

St. Mary's University, Addis Ababa

1 January, 2016

## ENDORSEMENT

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

Advisor

Signature

St. Mary's University, Addis Ababa

1 January, 2016

## APPROVED BY BOARD OF EXAMINERS

Dean, Graduate Studies

Signature & Date

Advisor

Signature & Date

External Examiner

Signature & Date

Internal Examiner

Signature & Date

## **ACKNOWLEDGMENTS**

First and foremost, I would like to thank God, whose many blessings have made me who I am today.

I would like to thank my beloved mom, Genny, for her encouragement and all support she provides to me throughout my life. I would also like to thank my beloved husband, Alex, and my lovely boys, Brook & Kaleb, for their patience and understanding when I was away from home to take classes in the evenings and weekends. This journey would not have been possible without all of you.

I would also like to thank my advisor Abdurezak Mohammed (Ph.D.) for providing me all the necessary constructive comments and advises on my research work.

Finally, I would like to appreciate all my class mates and friends who supported me throughout the course for their aspiration and advices. I enjoyed each moments of my time in the University.

Kebre

## ABSTRACT

This study was undertaken to assess the overall performance management system Save the Children International. The current Performance Management system has been introduced by Save the Children International in October 2012 after the time of its formation. The literature review part of this study shows the purpose of PM, its components, empirical studies and SCI's standard. The design practiced in this research is a descriptive survey research design using both qualitative and quantitative methods that is a mixed research approach. For the data collection, questionnaires were distributed to employees selected as a sample and interview was undertaken with senior management of SCI. This research draws upon the data collected using the designed tools and secondary sources available in the organization under study. For the data analysis SPSS software was used. The findings include the challenges associated with the practice at each level of the performance process such as planning, executing, and evaluation. The findings show that the actual practice is deviated from the standard set aside, the standards were not followed and executed for the intended purpose and the whole practice was to fulfill the requirements of submitting the completed performance format to the HR department. All the main findings of this study are summarized, conclusions drawn and recommendations given to improve the practice of the performance management system which has the potential to significantly contribute to the development of the organization.

Key words: *Performance Management, Performance Planning, Performance evaluation, Feedback*

## **ACRONYMS/ ABBREVIATIONS**

CO	Country Office
CSA	Charities and Societies Agency
HRD	Human Resource Department
KSA	Knowledge, Skill and Attitude
PDQ	Program Development and Quality
PM	Performance Management
PO	Program Operations
SC	Save the Children
SCI	Save the Children International
SC-UK	Save the Children – United Kingdom
SC-USA	Save the Children – United States of America
USD	United States Dollar

## Table of Contents

CHAPTER ONE .....	1
INTRODUCTION .....	1
1.1. Background of the Study.....	1
1.2. Background of the Organization .....	2
1.3. Statement of the Problem.....	3
1.4. Research Questions .....	4
1.5. Objectives of the Study .....	4
1.5.1. General Objective.....	4
1.5.2. Specific Objectives .....	5
1.6. Significance of the Study .....	5
1.7. Scope of the Study .....	6
1.8. Definition of Terms.....	6
1.8.1. Conceptual Definitions .....	6
1.8.2. Operational Definitions.....	7
1.9. Organization of the Study .....	7
CHAPTER TWO .....	8
LITERATURE REVIEW .....	8
2.1. Performance Management .....	8
2.2. Purposes of Performance Management.....	9
2.3. Performance Management Process .....	10
2.4. Effective Performance Management System.....	13
2.5. Empirical Studies on Performance Management .....	14
2.6. Performance Management System of SCI .....	15
CHAPTER THREE .....	18
RESEARCH DESIGN AND METHODOLOGY .....	18
3.1. Research Design.....	18
3.2. Source of Data and Tools/Instruments of Data .....	18
3.3. Procedure of Data Collection .....	19
3.4. Target Population/ Sampling frame .....	20
3.5. Sample size determination .....	22
3.6. Sampling technique.....	23

3.7.	Data Processing and Analysis .....	24
3.8.	Validity & Reliability of Data/ Instruments .....	24
3.8.1.	Validity .....	24
3.8.2.	Reliability.....	24
3.9.	Ethical consideration.....	25
CHAPTER FOUR.....		26
RESULTS AND DISCUSSIONS .....		26
4.1.	Respondents Profile .....	26
4.1.1	Gender of the respondents .....	27
4.1.2	Age of the respondents .....	27
4.1.3	Level of Education of the respondents.....	27
4.1.4	Positions of the respondents .....	28
4.1.5	Departments of the respondents.....	29
4.1.6	Service Year of the respondents .....	29
4.2.	Data Analysis .....	29
4.2.1.	Performance Planning.....	29
4.2.2.	Performance Feedback.....	31
4.2.3.	Performance mid year review .....	33
4.2.4.	Performance appraisal.....	34
4.2.5.	Employee’s understanding and perception on the Performance Management .....	35
CHAPTER FIVE .....		38
SUMMARY, CONCLUSION AND RECOMMENDATION .....		38
5.1.	Summary .....	38
5.2.	Conclusion .....	39
5.3.	Limitation of the Study .....	40
5.4.	Recommendation .....	40
References:.....		42
<b>APPENDICES</b> .....		44
Appendix 1 – Questionnaire .....		45
Appendix 2 – Interview questions .....		50
Appendix 3 – Statistical Outputs .....		52



**List of Tables**

	<b>Page</b>
Table 3.1: Number of employee and proportion of sample taken from each unit	23
Table 3.2. Reliability Statistics	25
Table 4.1. Gender, Age and Level of Education of the Respondents	26
Table 4.2. Position, Department and Service Year for the Respondents	28
Table 4.3. Employee responses on Performance Planning.	30
Table 4.4. Employee responses on Performance Feedback.	32
Table 4.5. Employee responses on Performance review.	33
Table 4.6. Employee responses on Performance appraisal.	34
Table 4.7. Employee responses on their understanding and perception on the Performance Management.	35

**List of Figures**

	Page
Figure 2.1. Flow of the Performance Management Process	12
Figure 2.2. Save the Children Performance Management Cycle	16
Figure 3.1. Total number of Staff by Gender	20
Figure 3.2. SCI CO total staff data by Department and by Gender	21

## **CHAPTER ONE**

### **INTRODUCTION**

The study focuses on the assessment of Performance Management Practices of Save the Children International, Ethiopia Country Office. The chapter deals with the background to the study, Background of the Organization, statement of the problem, research objectives and questions, significance and scope of the study.

#### **1.1. Background of the Study**

Armstrong (2006) defined Performance Management (PM) as a means of getting better results by understanding and managing performance within an agreed framework of planned goals, standards and competency requirements. Performance management system is a way of linking business strategy and objectives via goals and measures for employee performance (Bratton and Gold, 1999).

Performance Management is a planned process where the primary elements are agreement, measurement, feedback, positive reinforcement and dialogue (Armstrong, 2006). The process is concerned with the inputs and values, which are the knowledge, skills and behaviors, and the output, which is the delivered performance compared with expectations indicated in objectives.

In the current dynamic world, there is an urgent need to have new management tools to manage the performance of organisations as the old ways have lost their relevancy. The new performance management system must be able to produce specific, timely and relevant information for planning, decision making and control purposes (Otley, 1999).

PM is not a one or two times work, but it is a full year process to be implemented throughout the year by focusing on classifying, evaluating, and improving individual's performance which is aligned with the organization goal. (Agunis, 2009).

Performance Management process motivates employees if carried out properly. The achievement recognition through feedback, the opportunities to achieve, the base to develop and guidance to career paths are non-financial rewards that are long-lasting and more powerful than financial rewards. Performance management encourages employees to be engaged in their jobs with enhanced commitment. (Armstrong, 2006)

Performance Management system facilitates attainment of predetermined objectives by clearly indicating the requirements and expectations of a specific role. It is also a useful means for identifying and fill gaps that come as hindrance in the path of attaining objectives.

Reference is made to different studies on performance management practices of different organizations, to draw lessons from their unique experiences and to reach at constructive conclusions and recommendations.

## **1.2. Background of the Organization**

This research assesses the Performance Management practices of Save the Children International (SCI), Ethiopia Country Office. SCI - Ethiopia is registered by Charities and Societies Agency (CSA) and has started operating since October 1, 2012. Previously there were seven Save the Children (SC) organizations (namely, SC-Canada, SC-Denmark, SC-Finland, SC-Norway, SC-Sweden, SC-UK and SC-US) which had been operating in Ethiopia for couple of years. After SCI's establishment, they merged into one organization and registered as SCI-Ethiopia. SCI-Ethiopia now has 2,106<sup>1</sup> staff members and implements different programs all over Ethiopia under its 50 field offices and an annual budget of USD 115million<sup>2</sup>. SCI-Ethiopia Country Office (CO) is based in Addis Ababa and 451<sup>3</sup> staff are working at the CO.

With these backgrounds the study attempted to explore the Performance Management practices of SCI - Ethiopia Country Office. It assessed the whole process of the Performance Management of the organization, evaluated whether it facilitates the achievement of objectives and whether

---

<sup>1</sup> According to a database as of October 31, 2015.

<sup>2</sup> Source: Budget department

<sup>3</sup> According to the database as of October 31, 2015.

employees are motivated by the performance management process of the organization by referring to relevant literatures, articles, journals, and by analyzing employee's feedbacks, and finally reached to conclusions to give recommendations.

### **1.3. Statement of the Problem**

Performance Management connects organizational objectives and individuals objectives that facilitates definition of expectations and agreements of role's responsibilities and accountabilities (expected to do), skills (expected to have) and behaviors (expected to be). The aim of performance management is to capacitate employees with the skill and knowledge needed to meet or exceed the desired goal and achieve their full potential to the benefit of themselves and that of the organization. Providing the support and guidance that employees need to develop and improve in their skill is one of the significant objectives of performance management.

“In organizations, accountability of employees is managed through performance appraisal system, which is an important tool for evaluating on-the-job performance of employees. Information obtained from such evaluation is recorded and subsequently utilized for managing the human resource management activities such as employee motivation and reward, training and development, and compensation management” Akhtar, Nath and Kalita (2014).

As stated by Akhtar et al. (2014) effective PM supports in clarifying the employees' responsibilities, facilitates performance evaluations against the pre-agreed objectives, support, mentoring and coaching by Managers, enables to design of motivation and reward systems, identification of skill and knowledge gap and planning for training and development schemes and Compensation Management.

SCI has been audited by different audit firms at different times since its establishment in October 2012. In 2014, the audit included assessment of HR department operations. The researcher has reviewed the Audit Reports for the year 2014 by Global Assurance Audit Group which includes findings. According to the Auditors' report, they witnessed that PM policy and the templates are in line with the organization's global guidelines. However, there are variations in the application

of the policy and guidelines. And the performance review formats that they have reviewed were not as per the standard stipulated in the guideline. They also mentioned that the performance process is not consistently completed in the organization and they recommended the PM process requires improvement.

The researcher is currently working in SCI in Human Resources Department and is concerned by the audit report recommendations. This research looked into the designed performance management system, assessed the actual practices, identified gaps and gave recommendations to improve the system.

#### **1.4. Research Questions**

This research proposes to answer the following key questions:

- a) How is SCI's Performance Management system designed?
- b) What is SCI's current practice of Performance Management system?
- c) How is the organization using the outcome of the Performance Management System?
- d) What is the perception of SCI employees on the Performance Management System of SCI?

The researcher set out to answer the above questions which are crucial for the organization to have effective PM system. To answer the questions, the researcher conducted interview with Managers, gathered employees' feedback through questionnaire, and reviewed secondary sources such as performance management guidelines, HR manuals and previous years performance review forms.

#### **1.5. Objectives of the Study**

##### **1.5.1. General Objective**

This study was intended to assess the Performance Management practices of Save the Children International, Ethiopia Country Office, identify challenges and give recommendations.

### **1.5.2. Specific Objectives**

- To examine the process of the Performance Management system of SCI and assess whether critical components of a good PM system is included.
- To examine the current practices of the organization's performance management.
- To assess the perception of employee's on the PM system of the organization.
- To assess whether decisions are made based on the performance results.
- To give recommendations based on the findings on strengthening the system.

### **1.6. Significance of the Study**

Performance Management systems enables organizations to clarify the desired outcomes, identify gaps and find a way of filling a gap, which leads organizations to achieve the intended objective.

Hence, the outcome of the study have the following practical significances.

- The organization is provided with best ways of PM systems from literatures which enables it to strengthen the existing PM system. In addition, the research work identified the root cause for the existing gap in meeting the requirements of the performance management system. This supports the organization to take corrective actions for the future implementation and effectiveness of the system.
- Employees would be inspired by the effective practices of the PM system which will make the job expectations clear and will be a means for provision of training and development. Effective PM system facilitates recognition for individual contribution which will result in motivation and productivity.

- Researchers can use this study as reference material for future research work in similar field of study.

## 1.7. Scope of the Study

This study is focused to study the actual practices of the Performance Management System of Save the Children International, Ethiopia Country Office only. It is limited to Ethiopia Country Office from that of fifty field offices operating in the country because of the availability and accessibility of information. The study also further limited to employees of the organization since performance management are targeted at employees. This will make reaching the target population easy as well as to cut down cost reasonably. Other factors like shortage of time and convenience were also taken into consideration.

## 1.8. Definition of Terms

### 1.8.1. Conceptual Definitions

**Performance management** – is a strategic and integrated process that delivers sustained success to organizations by improving the performance of the people who work in them and by developing the capabilities of individual contributors and teams. (Armstrong, 2007)

**Performance appraisal** – .... Evaluating individual performance...

**Feedback** – is the process of evaluating and discussing the performance of both employees and managers which includes discussion of the individual's strengths and weaknesses, with suggestions on how to improve upon weaknesses. (Harms & Roebuck, 2010)



**Performance Objectives** – are statements of important and measurable outcomes. (Smither & London, 2009)

**Human resource development** – is a planned and continuous process of helping employees to become better at their tasks, knowledge and experiences through training, education and development programs. (Mondy & Noe, 1990)

### 1.8.2. Operational Definitions

**Competency Framework** – Competencies are the behaviours employees must have, or acquire, in order to be effective and successful in both current and future roles.

## 1.9. Organization of the Study

The study report is organized in five chapters. Chapter one is introduction which includes background of the study, background of the organization under study, statement of the problem, research questions, objectives of the study, significance of the study, delimitation of the study and definition of key terms. Chapter two is related literature review. Chapter three is research design and methodology. Chapter four is about data analysis and interpretation and Chapter five is about summary of findings, conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

This Chapter revises literatures which are related to the subject matter of the study. From related literatures and other sources, important ideas related to performance management are incorporated in the study. Under this chapter performance management, purpose of performance management, performance management process, effective performance management system, empirical studies on performance management and performance management system of SCI are discussed and presented in detail.

#### **2.1. Performance Management**

Performance Management is a method for understanding so as to show signs of improvement results and overseeing execution inside of a concurred system of arranged objectives, guidelines and competency necessities. (Armstrong, 2006)

Performance management is a method for connecting business system and targets by means of objectives and measures for individual execution. (Bratton and Gold, 1999).

Performance Management process has its own elements such as agreement, measurement, feedback, positive reinforcement and dialogue (Armstrong, 2006). In addition, the process is concerned for knowledge, skills and behaviors, that are inputs and values, and the results delivered.

Luecke (2006) has also defined Performance Management as a method used to measure and to improve the effectiveness of people in the workplace. He also indicated PM as a core skill for a manager or executive that can be used throughout her/his career.

Performance Management process inspires workers if completed legitimately. The accomplishment acknowledgement through input, the chances of accomplish, the base to create and direction to bearer ways are non-money related prizes that are enduring and more

capable than budgetary prizes. It urges workers to be occupied with their occupations with improved duty.

Aguinis (2009) also defined Performance management as “a continuous process of identifying, measuring, and developing the performance of individuals and teams and aligning performance with the strategic goals of the organization ”.

According to the above definition, performance management is a continuous process, not a one-time year start or end activity, which is aligned with strategic goals.

## **2.2. Purposes of Performance Management**

Luecke (2006) stated that competitiveness in many industries is based on effectiveness of human assets and in order to make the most out of the human assets there should be effective performance management.

In 2009, Aguinis has indicated the following six purposes of Performance Management.

*Strategic:* PM is a means to link the organization’s goals with individual goals that can reinforce behaviors consistent with the attainment of organizational goals. Linking it with strategic goals serve as a means to communicate the most crucial business strategic initiatives and objectives and achieve them.

*Administrative:* It serves as a based to make decisions on salary adjustments, promotions, employee retention or termination, recognition of superior performance, identification of poor performers, layoffs, and merit increases.

*Communication:* It is a means to employees to identify the areas that they are doing right, and the areas that they should improve. It also allows them to understand the organization’s and the supervisor’s expectations and the most important parts of their work.

*Developmental:* It is a means to give regular feedback to employees by Managers on how they are performing and as a result it allows managers to coach employees and help them improve performance on an ongoing basis.

*Organizational maintenance:* It is a source of information about skills, abilities, promotional potential, and assignment histories of current employees to be used in workforce planning as well as assessing future training needs, evaluating performance achievements at the organizational level, and evaluating the effectiveness of human resource interventions (for example, whether employees perform at higher levels after participating in a training program).

*Documentation:* It is a source of data that can be used to assess the predictive accuracy of newly proposed selection instruments as well as important administrative decisions. This information can be especially useful in the case of litigation.

Similarly, Kruasert (2009) indicated that PM enables employees to identify the knowledge and skill that are required to perform their job. Effective PM system boosts performance which resulted in empowerment, motivation and implementation of an effective reward system. It is also a means to identify and resolve obstacles of PM through monitoring, coaching and capacity building. In addition, PM helps managers on making administrative decisions, promoting a two-way communication with their subordinates and on managing and clarifying expectations about the roles and accountabilities required to attain the standard of work performance (Cardy & Dobbins, 1994) as cited by (Denisew, 2014).

Likewise, Bratton and Gold (2007) indicated the purpose of PM as a means to make administrative decisions concerning pay, promotions and careers, and work responsibilities; and to enhance performance by identifying development needs, providing training and development opportunities.

### **2.3. Performance Management Process**

Luecke (2006) indicated the process of PM as goals setting, tracking changes, coaching, motivation, appraisal and employee development.

*Goals setting* – it is defining the results that employees aim to achieve. It should be top-down process which begins from the company’s strategy towards operation level strategy and individual employee level objective. This clearly indicates the alignment of goals to the organization strategy.

*Tracking changes* – it is monitoring performance and detecting gaps which includes understanding the situation, the person and the work being done. It is checking performance against agreed milestones.

*Coaching* – it is an interactive process between an employee and a manager in closing gaps and improving performance. It also includes overcoming personal obstacles, achieving new skills and competencies, prepare employees for new responsibilities, motivating employees and help them to get skill in managing themselves more effectively.

*Motivation* – it is making employees interested in their work by applying different mechanisms including, but not limited to, making pay scale faire and competitive, developing trust among managers and employees, encouraging in self-development, avoiding all fears at work place, empowering and avoiding micromanagement. Motivation is the heart of performance management system and must be conducted throughout the performance year.

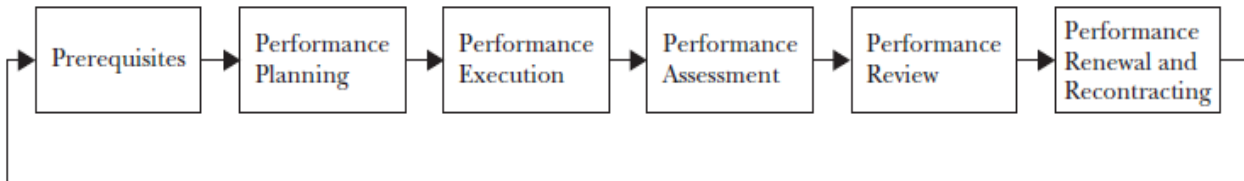
*Appraisal* – it is a formal way of assessing an individual employee’s performance against predetermined goals. In addition, the main purpose of appraisal is to motivate good performance, provide constructive feedback and agree on effective development plan. Appraisal is conducted on a yearly basis.

*Employee development* – it is understanding employee’s aspirations and current state of workplace know-how and then design a plan on building their capacity that serves their

aspirations and the interest of the organization. It is building the productive assets of human resource.

In addition to the above, Aguinis (2009) identified another PM process (cycle) and are illustrated in the below paragraphs.

**Figure 2.1. Flow of the Performance Management Process**



**Source: Aguinis, (2009)**

*Stage 1: Prerequisites* – At this stage the organization’s mission and strategic goals has to be understood and the specific jobs should be well known. Afterwards, the strategic goals should be cascaded at organization level, departmental level, supervisor level and employee level.

*Stage 2: Performance Planning* – At this stage discussions will be focused on results, behaviours and development plan. Results are the outcomes that an employee is responsible for based on the objectives; behaviours is about the knowledge, skills and attitudes (KSAs) which determines how the job is done. Development plan is about identifying areas of improvement and how the identified tasks can be improved.

*Stage 3: Performance Execution* – At this stage employees exert effort to get the intended outcomes and display the pre-agreed behaviours. Although the owner of this stage is the employee, the manager has a role of observing and documenting the performances on a daily basis, updating the employee in organizational changes, providing regular feedback, providing resources and opportunities to develop, and reinforcing effective behaviours which lead towards the intended goals.

*Stage 4: Performance Assessment* – At this stage the achievement of the desired behaviours and demonstration of the desired behaviour is assessed. This process is actively led by both the employee in making self evaluation and the manager separately. The manager collects performance comments from peers, subordinates, partners, and other parties who have work relationship with the employee and provide these comments to the employee.

*Stage 5: Performance Review* – At this stage meeting takes place between the employee and the manager to review the assessment done separately on what was done (results) and how it was done (behaviors). This process is “Achill’s heel of the entire process” Kikoski (1999) as cited by Aguinis, (2009). This was said because managers are usually uncomfortable in providing feedbacks, particularly when there is under performance. The discomfort leads to anxiety and avoidance of the review meeting. Besides, development progress and future plans are subjects which are discussed in the review meeting.

*Stage 6: Performance Renewal and Recontracting* – This is a final stage of the process and is a time where the objectives are reviewed and if needed changed to the new direction or focus by using the information and insights gathered from the previous processes.

#### **2.4. Effective Performance Management System**

Addis (2014) indicated that Performance Management has positive outcome in increasing productivity and quality, customer satisfaction, proper utilization of resources and employee satisfaction. Therefore, effectiveness of performance management system is vital for the proper functioning of an organization.

He also stated the advantages of effective Performance Management system as well as disadvantages of poor performance systems.

“Employees tend to show an increase in motivation to perform, self-esteem is increased, managers gain insight about subordinates, organizational goals are made clear, employees become more competent, there is better and more timely differentiation between good and poor performer and organizational change is facilitated. These create a sense of belongingness to their organization”. Pulakos (2004) as cited by Addis (2014). This is the advantage of effective Performance Management System.

On the other hand, according to Pulakos (2004) as cited by Addis (2014) the disadvantages are: “Employees be quite due to results, self-esteem may be lowered, time and money are wasted, relationships are damaged, and motivation to perform is decreased.”

Sound programming, clearly defined roles and responsibilities of Managers, Employees and departments, and consultative and participatory processes are characteristics of effective performance management system. To attain greater culture of fairness, equality, transparency, factor of motivation and to achieve goals, organizations must pay attention to implement effective Performance Management system. Addis (2014)

## **2.5. Empirical Studies on Performance Management**

Various empirical studies are conducted on Performance Management and its segments. Waal & Coevert, (2007) quoted “performance management is an action, based on performance measures and reports, which results in improvements in behavior, motivation and processes and promotes innovation”. Performance Management has significant contribution to individual and organizational learning, it enhances organizational effectiveness and promotes growth (adhikari, 2010) as cited by Denisew (2014).

Janneta (2003) conducted a survey entitled ‘assessing the implementation of performance management of Health Care Workers in Selected Districts of Uganda’. The survey identified that performance planning and setting performance indicators are lacking and performance assessments are not conducted consistently in the study area. It is also mentioned that there are limited prospect for career development, employees were not



provided with proper performance feedback and reward as a result of their performance. (Denisew, 2014)

## **2.6. Performance Management System of SCI**

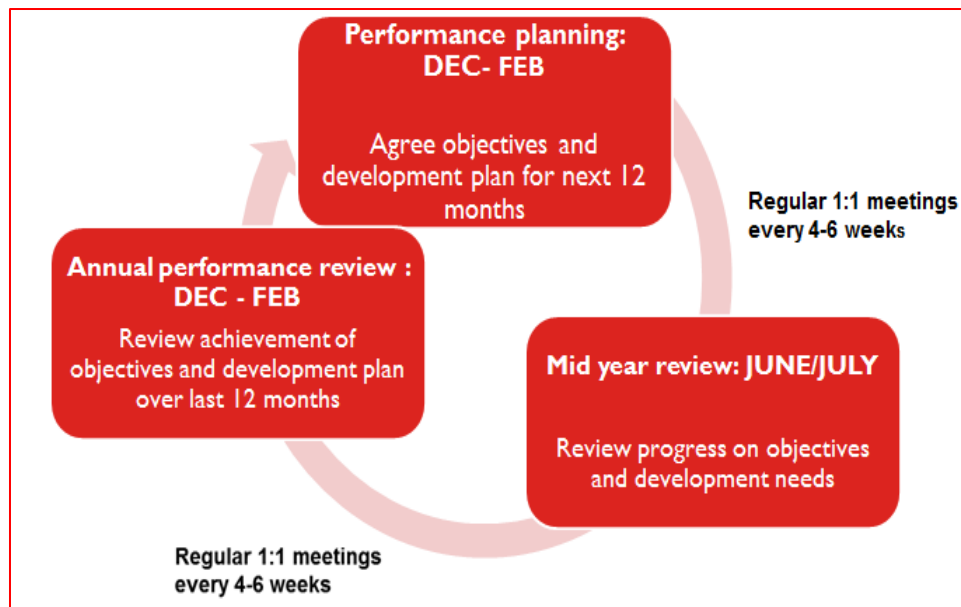
### **a. The Performance Management System of SCI**

As stated in the manual, the system guides managers and employees to review performance for the year and to set objectives for the following year. The manual states the following appropriate principles that should be applied when managing the process.

- Employees are encouraged to take accountability for their own performance and development, supported by their manager. The attached performance and development review form is designed to encourage employees to own the process
- Managers should discuss and get views from their employees before reaching any conclusions
- Managers should seek multiple sources of input and feedback from peers, direct reports and colleagues
- Employees and managers should have honest, open and supportive conversations.

The manual also indicated the preparation that has to be made by both Manager and employees to make the performance discussions successful. It is clearly indicated in the manual about who leads which process and the time table in which each process shall be conducted.

**Figure 2.2. Save the Children Performance Management Cycle**



(Source: Competency Framework Guideline)

The guideline clearly states that the individual objectives should align with and contribute to the Save the Children strategy and the 2015 priority initiatives. It is also indicated that prior to the performance discussion with the employee, the manager must discuss and agree the assessment and provisional performance rating of their direct reports with his/her manager.

**a. Assessment done by other Researcher on the organization PM system**

Study was conducted on the Performance Management Practices of SCI by a researcher, Eden, and few of the findings of the study were the following: Eden (2013) pp 46.

- The appraisal process was found to be not participatory. I.e., employees did not participate in the development of criteria and the same percentages of respondents were not informed before evaluation and did not participate during the evaluation.
- According to the organization policy performance appraisal is conducted twice in a year, but it lacks regularity. That means it is not conducted on the designed time and administered by both immediate supervisors and department heads.

- As obtained from the data the organization does not use post appraisal discussion and feedback on the result of evaluation.
- Majority of the employees are not satisfied with performance appraisal system of the organization as confirmed by the respondents. The reason for their dissatisfaction was that the appraisal system lacks openness and transparency, the absence of formal way of discriminating good and poor performer and incompatibility of the work assignment (contribution) and the weight given for their contribution.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

This section of the research presents the elements of research design and methodology applied in the study. It covers research design, source of data, Data collection procedure, sampling frame, sample size determination, sampling technique and data processing and analysis.

#### **3.1. Research Design**

This research was conducted to assess the performance management practices of Save the Children International in Ethiopia. In this study, a descriptive survey research design will be followed by using both qualitative and quantitative methods that is mixed research approach. Quantitative method is systematic empirical investigation and explanation of phenomena by collecting numerical data that can be analyzed mathematically or by computational techniques. Qualitative method is exploring, understanding and analyzing of unstructured data, which requires direct interaction with individual respondents and does not involve measurements and statistics. Descriptive research aims at describing specific details of phenomena clearly and evidently. Hence, since the aim of this research is to describe actual happenings in SCI, descriptive survey research is selected as an appropriate design. Besides, employing a mixed approach will help to capture the best of both quantitative and qualitative research methods, and provides a comprehensive analysis of the research problem.

#### **3.2. Source of Data and Tools/Instruments of Data**

Both primary and secondary source of data were used in conducting the research. Accordingly, primary data were collected from employees of Save the Children through questionnaire and through interview of Senior Management members. The former to get broad range of information from randomly selected staff respondents and the latter to collect deeper and specific information from five relevant senior management members including HR Director to give depth to the study as these senior management members have the expertise to shade light on hidden spots in the research area.

For secondary source of data books, relevant literatures, SCI's Training and Development policy, Human Resources Manual, appropriate journals, magazines, articles and other similar studies conducted in the field were gathered, reviewed and used to substantiate the intended objectives.

### **3.3. Procedure of Data Collection**

Closed ended questionnaire and semi-structure interview in English language was developed. The semi-structure interview was chosen to allow new ideas to be brought up during the interview as a result of the interviewee responses. Then, respondents of the questionnaire were given a brief oral explanation about the questionnaire in groups in addition to the instructions that were detailed at the beginning of each questionnaire in writing. The questionnaires were distributed to be filled by each of the participants individually.

Filled questionnaires were collected on the deadline set at the time of distribution. Data were then analyzed, categorized, summarized and presented in the research paper.

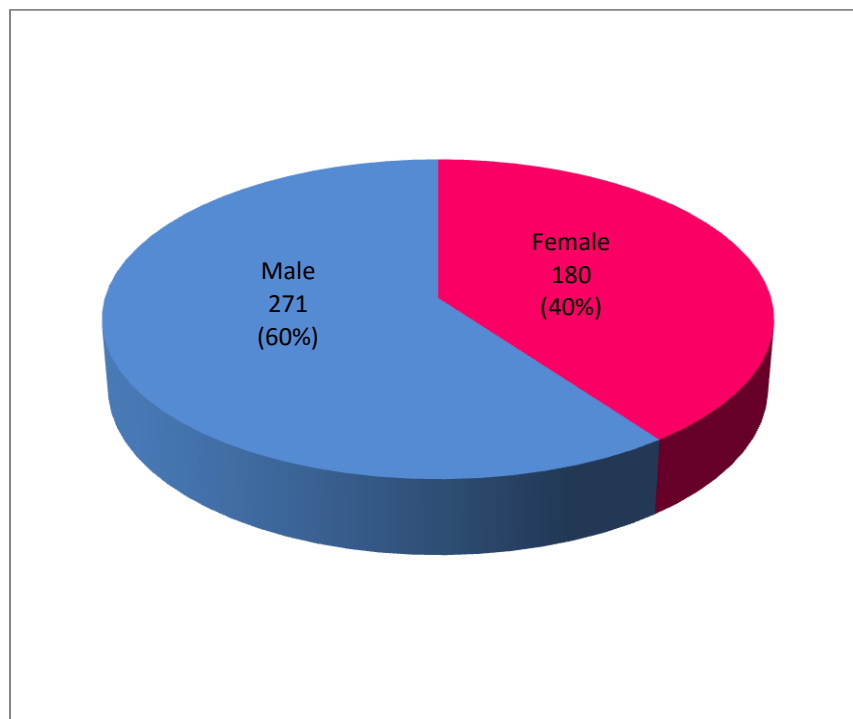
With respect to Senior Management interview, one to one interview was held with senior management members. More questions were raised as necessary while the interview progressed flexibly, in line with the principles of semi-structured interview. Likewise, information and insights obtained from Senior Management members were summarized and reported.

### 3.4. Target Population/ Sampling frame

The focus of the study was the Performance Management of Save the Children International, Ethiopia Country Office (SCI CO) which is found in Nifas Silk Lafto Sub City, Kebele 01, House No. 315 (Dire Complex). Among 50 offices that Save the Children has in Ethiopia, the Country Office was selected because of its proximity and the availability and accessibility of documents.

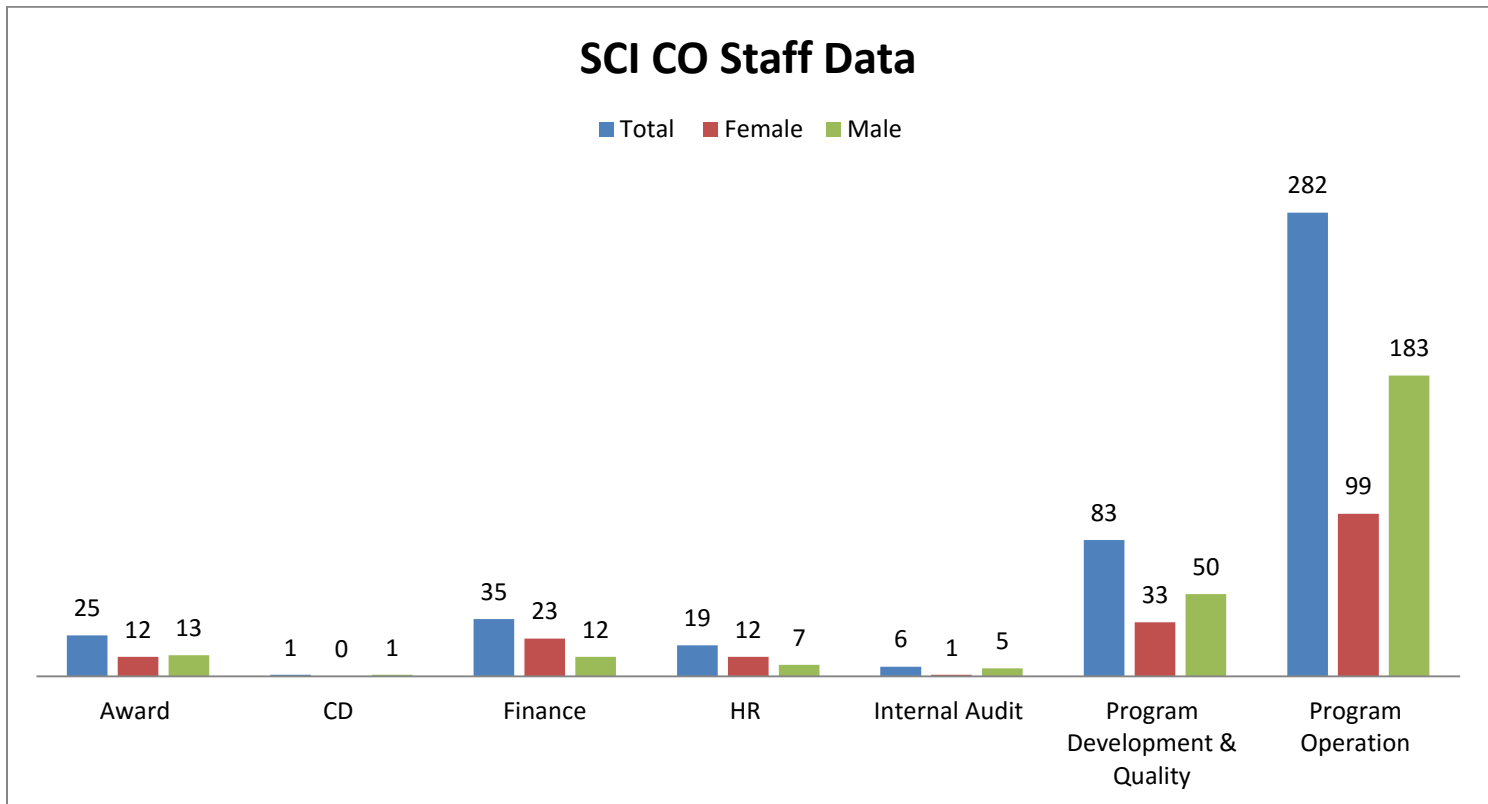
According to the Human resources data of October 31, 2015, the total number of SCI CO staff is 451, which is the total population.

**Figure 3.1. Total number of Staff by Gender**



Source: Own data, 2015

**Figure 3.2. SCI CO total staff data by Department and by Gender.**



**Source: Own data, 2015**

This consists 282 staff in Program Operation<sup>4</sup>, 83 staff in program development and quality unit, 35 staff in Finance, 19 staff in HR, 25 staff in Award, 6 staff in Internal Audit unit and 1 Country Director. Out of the total population size 106 are support staff i.e. security guards, office attendants, drivers and cooks, who were excluded from the study, because of the assumption that they might not easily understand the purpose of this research and might find it hard to read and fill the questionnaire. In addition, those new staff recruited in the period January – October 2015 were excluded from the study since they have limited experience on the performance management system of the organization. The number of these staff is 110 in number. After excluding the support staff and newly recruited ones, the target population size, i.e. N, will be 235.

<sup>4</sup> Program Operation includes Program, Logistics, Safety and Security, Admin and IT units.

### 3.5. Sample size determination

As indicated in the previous section, the target population of the organization under study is 235. The sample size will be determined by using the Slovin's formula (Serakan, 1992) cited in Unam (2012 PP.52)

Therefore,

$$n = \frac{N}{1 + NE^2} \quad \text{i.e.} \quad n = \frac{235}{1 + 235(.05)^2} = 148$$

Where, n - is the sample size

N - is the population size

E - is the margin of error

Applying 5% error margin, the sample size for the study will be 148 members of the target population. Therefore, the study's sample size of 148 is fair enough to represent the target population of the study area.



A stratified random sampling method was applied to select the sample size from each unit. Therefore,

**Table3.1: Number of employee and proportion of sample taken from each unit**

Strata	Total Number of Population	Percentage of each unit out of the total	Sample Size from each unit
Program Operation <sup>5</sup>	282.00	0.63	93
Program Development & Quality (PDQ)	83.00	0.18	27
Finance	35.00	0.08	11
HR	19.00	0.04	6
Award	25.00	0.06	8
Internal Audit	6.00	0.01	2
CD	1.00	0.00	0
Total	451.00	1.00	148.00

Note: Developed by the researcher, 2015

### 3.6. Sampling technique

The sample size is the actual respondents representing the total target population. The target population of the study will be 148. A stratified random sampling method will be applied to select the sample size. A stratified random sampling is done by taking a number proportional to the stratum’s size from each stratum by comparing it to the population. According to Hans, Richard & Hugo (2004) a stratified random sample is a useful blend of randomization and categorization that helps to reduce the random error and provide more accurately reflected population by more proportional representations. The respondents are stratified on the basis of their units. Then, from the stratified data, respondents from each stratum were selected by simple random methods.

<sup>5</sup> Program Operation includes Program, Logistics, Safety and Security, Admin and IT units.

As clearly stated under target sampling frame section, the target population of this research will be 148. Accordingly, by applying proportional stratified sample techniques, questionnaires will be distributed to staff according to table 3.1. indicated above.

### **3.7. Data Processing and Analysis**

The data collected was edited, organized and tabulated. The qualitative data were encoded, processed, analyzed and interpreted using SPSS version 20. Throughout the analysis process percentages and frequencies tables were employed. Descriptive data analysis was used to analyze demographic data. In addition, the qualitative data collected by interview were categorized under each categories of PM system and analyzed manually. To make the presentation easily understandable, findings are illustrated using tables. Finally, based on the summary of findings, conclusions were drawn and recommendations were given.

### **3.8. Validity & Reliability of Data/ Instruments**

#### **3.8.1. Validity**

The researcher checked the validity of questionnaires developed for this study. Before distributing the final questionnaires to the respondents, it was checked and commented by few employees of Save the Children and the advisor of the researcher. The final version of the questionnaires were distributed after incorporating all the comments and feedbacks obtained from them.

#### **3.8.2. Reliability**

Prior to the actual data collection, the researcher conducted a reliability test on 35 selected employee of Save the Children to measure the internal consistency of the instruments. Accordingly, internal consistency of items incorporated in the instrument was checked by using Cronbach alpha. Cronbach alpha provides a measure of internal consistency of a test or scale. It is expressed as a number between 0 and 1 and the higher the score of cronbach

alpha, the more reliable the generated scale is and the closer the alpha coefficient is to 1.0, the greater the internal consistency and the reverse is true.

**Table 3.2. Reliability Statistics**

Cronbach's Alpha	N of Items
.923	34

Source: Own SPSS data, 2015

The consistency of the instruments for 34 items tested by 35 individual's shows .923. Based on George and Mallery (2003), the cronbach alpha value of the measurement under this study proved to be good and from this we can conclude that the instrument's internal consistency for the study is 92.3%.

### **3.9. Ethical consideration**

When referring to similar studies conducted by other researchers ethical consideration was taken into account. The researcher acknowledged the work of others' and indicated the sources in this study. The questionnaire was distributed to all staff members who were willing to fill in. The purpose of the questionnaire has been clearly indicated in the questionnaire as well as interview covering notes. Confidentiality of personal information and anonymity of the respondents was ensured.

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

This study concentrates on the ‘assessment of performance management practices in Save the Children International, Ethiopia Country Office’. The study followed both quantitative and qualitative research design as it was planned. A total of 148 questionnaires were distributed to staff according to the ratio indicated on Table 3.1. in the previous chapter. Thus, 117 questionnaires were collected, which is 79% of the distributed questionnaires and the researcher believes that the collected data is sufficient to conduct the research.

Data was collected using a five point Likert scale and was entered into SPSS version 20 to get the required output of frequency distribution for all the data presented in this chapter.

#### 4.1. Respondents Profile

Under this section, the researcher analyzed the respondents profile which includes gender, age, level of educational, position, department and years of experience of respondents who were involved in this study.

**Table 4.1. Gender, Age and Level of Education of the Respondents**

<b>Profile</b>	<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>	Male	58	49.6
	Female	59	50.4
	Total	117	100.0
<b>Age</b>	20 - 30 years	21	17.9
	31 - 40 years	73	62.4
	41 - 50 years	10	8.5
	51 - 60 years	11	9.4
	Above 60	2	1.7
	Total	117	100.0

<b>Profile</b>	<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
<b>Level of Education</b>	College diploma or equivalent	8	6.8
	Undergraduate degree	46	39.3
	Postgraduate degree	62	53.0
	Doctorate and above	1	.9
	Total	117	100.0
	Director/Deputy Director	5	4.3

Source: Own data, 2015

#### **4.1.1 Gender of the respondents**

As indicated in table 4.1., from the total 117 respondents, 50.4% (59) were female respondents who took slightly big share of the total respondents and the remaining 49.6% (58) were male respondents.

#### **4.1.2 Age of the respondents**

The SPSS results showed that, the largest proportion of the respondents fall on the age group between a range of 31 – 40 years, which is 62.4% (73), followed by the second largest proportion of the respondents aged between 20 – 30 years, which is 17.9% (21). The third largest proportion of the age group is between 51 – 60 years, which is 9.4% (11), followed by an age group between 41 – 50, which is also 8.5% (10) and above 60 years is 1.7% (2). We can conclude that the majority of the respondents are aged between 10 – 40 years.

#### **4.1.3 Level of Education of the respondents**

The data collected showed that, the largest proportion of the respondents, which is 53% (62), possessed Postgraduate Degree and the second largest proportion of the respondents, which is 39.3% (46) holds Undergraduate Degree. The remaining respondents, which is 6.8% (8), have College Diploma or equivalent and 0.9% (1) holds Doctorate or above. The fact that the majority of the respondents were well educated means that they well understood the question from the questionnaire and the responses obtained were reliable.

**Table 4.2. Position, Department and Service Year for the Respondents**

<b>Profile</b>	<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
<b>Position</b>	Senior Manager/ Manager	26	22.2
	Senior Coordinator/ Coordinator	31	26.5
	Senior Officer/ Officer	40	34.2
	Assistant	2	1.7
	Other	13	11.1
	Total	117	100.0
<hr/>			
<b>Department</b>	Program Operation	64	54.7
	PDQ	26	22.2
	Finance	11	9.4
	HR	6	5.1
	Award	8	6.8
	Internal Audit	2	1.7
	Total	117	100.0
<hr/>			
<b>Service Year</b>	2-4 years	53	45.3
	4-6 years	22	18.8
	6-8 years	8	6.8
	8-10 years	15	12.8
	> 10 years	19	16.2
	Total	117	100.0

Source: Own data, 2015

#### 4.1.4 Positions of the respondents

As indicated on table 4.2. above, the majority of the respondents, which is 34.2% (40), were Senior Officers/ Officers and the next majority were Senior Coordinators/ coordinators, which are 26.5% (31). Besides, 22.2% (26) were Senior Managers/ Managers and 1.7% (2) were Assistants. The remaining 11.1% (13) were occupying other positions, such us Advisor as indicated in the responses.

#### **4.1.5 Departments of the respondents**

As illustrated in the Methodology in the previous chapter and as the data collected evidenced, a wide number of respondents were from Program Operations, which is 54.7% (64). The second big portion was from PDQ, which is 22.2% (26), followed by Finance, which is 9.4% (11). The rest of the respondents were from HR, which is 5.1% (6) and from Internal Audit, which is 1.7% (2).

#### **4.1.6 Service Year of the respondents**

The collected data shows that, the largest percentage of the respondents, which is 45.3% (53), served the organization for only 2-4 years. The second largest percentage of the respondents, which is 18.8% (22) worked for SCI for 4-6 years and the third largest percent of the respondents, i.e. 16.2% (19) served the organization for greater than 10 years. The rest were 12.8% (15) and 6.8% (8) with service years of 8-10 and 6-8 respectively.

### **4.2. Data Analysis**

#### **4.2.1. Performance Planning**

There were six questions included in this part to evaluate employee's understanding on the performance planning stage and to assess the current practices and findings are summarized below.

**Table 4.3. Employee responses on Performance Planning.**

Questions on Performance Planning	Responses							Total	Mean
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree			
You are aware that performance planning is one of the components of the performance management system of your organization.	Frequency	2	26	30	38	21	117	3.43	
	Percent	1.7	22.2	25.6	32.5	17.9	100		
Objectives set during the performance planning stage are mutually agreed between employee and a Manager	Frequency	21	69	11	14	2	117	2.21	
	Percent	17.9	59	9.4	12	1.7	100		
You are aware that development plan is one of the components of the performance management system of your organization	Frequency	4	59	6	30	18	117	2.99	
	Percent	3.4	50.4	5.1	25.6	15.4	100		
The development plan indicated in the performance plan helps you to improve the quality of your performance	Frequency	14	72	16	12	3	117	2.30	
	Percent	12	61.5	13.7	10.3	2.6	100		
You were given a chance to take the development/ training plan set aside in the last performance period	Frequency	18	60	18	19	2	117	2.38	
	Percent	15.4	51.3	15.4	16.2	1.7	100		
You clearly understand the competency framework	Frequency	40	47	12	13	5	117	2.11	
	Percent	34.2	40.2	10.3	11.1	4.3	100		

**Source: Own data, 2015**

According to Aguinis (2009) performance planning is a critical stage where the most important matters such as expected results, right behaviours and development plan are discussed and agreed. Likewise, Bratton and Gold (1999) considered the planning stage as the right stage to link the business strategy and objectives to individual goals. Similarly, Luecke (2006) indicated that PM is a top-down process that begins from the strategy towards operation and individual level objectives.

As shown on table 4.3. above, the majority of the respondents, which is 50.4% (59) and quite a lot of respondents which is 41% (48), confirm their knowledge about the planning stage and the



development plan components of the PM system respectively. However, 76.9% (90) responded that the plan set is not mutually agreed between them and their manager. Besides, 73.5% (86) responded that the development plan doesn't help them to improve the quality of their performance. Similarly, 66.7% (78) said they were not provided with the training opportunity agreed during the performance planning. Moreover, 74.4% (87) are not familiar with the competency framework which is one of the components of SCI's PM system.

In addition, the respondents indicated that this stage is not properly managed and the main reason for that according to the respondents was that planning was done in hurry. Moreover, adequate time was not allocated, and usually employees were requested to do the planning themselves. The development/ training needs stated are what interest employees and not what is required to be a better in the job.

The system designed by SCI also clearly indicates the planning stage as a critical stage, which is lead by a manager and requires active participation of both the manager and employee. They both should work on individual objective by considering the organizational mission and vision and the department's priorities and agree on the performance plan as well as the development need of the individual employees. The organization's planning stage has the components suggested by different authors as indicated in the previous paragraph.

According to the interview conducted with the senior management team of SCI, it is indicated that PM is a tool that help managers to plan on the expected deliverables, evaluate employees against their objectives. This proved what is evidenced from the guideline.

#### **4.2.2. Performance Feedback**

To assess the feedback current practice, eight questions were given to respondents and the findings are summarized below.

**Table 4.4. Employee responses on Performance Feedback.**

Question on Performance Feedback	Responses							Mean
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total	
You are aware that regular feedback is one of the components of the performance management system of your organization	Frequency	6	68	11	29	3	117	2.62
	Percent	5.1	58.1	9.4	24.8	2.6	100	
Regular feedback is provided by your manager at least every month and half	Frequency	14	81	15	7	0	117	2.13
	Percent	12	69.2	12.8	6	0	100	
Your work progresses are regularly checked by your Manager	Frequency	4	81	17	11	4	117	2.4
	Percent	3.4	69.2	14.5	9.4	3.4	100	
You receive feedback on your good performances	Frequency	33	57	20	7	0	117	2.01
	Percent	28.2	48.7	17.1	6	0	100	
You receive feedback on poor performances.	Frequency	20	52	28	16	1	117	2.37
	Percent	17.1	44.4	23.9	13.7	0.9	100	
The feedbacks you received help you to improve your skills, attitudes and performances.	Frequency	48	38	21	10	0	117	1.94
	Percent	41	32.5	17.9	8.5	0	100	
You believe your Manager is capable of providing constructive feedbacks	Frequency	11	42	34	27	3	117	2.74
	Percent	9.4	35.9	29.1	23.1	2.6	100	
Your Manager allows you to provide feedback on her/his management style and performances.	Frequency	24	46	26	21	0	117	2.38
	Percent	20.5	39.3	22.2	17.9	0	100	

**Source: Own data, 2015**

According to Armstrong (2006), PM is a tool to provide effective feedback. Feedback is a positive reinforcement and dialogue between employee and manager which encourages good performance and recognizes areas of improvement. Likewise, Aguinis (2009) states regular feedback enhances individual's improvement and development.

The responses summarized in the table 4.4. above shows that 81.9% (95) are not getting regular feedback as indicated in SCI's guideline, 72.6% (85) said their work progress is regularly checked, 76.9% (90) were given feedback on their good performances, 61.5% (72) received

feedback on poor performances. Besides, only 8.5% (10) responded as the feedback received helped them to improve their skill, however, 73.5% (86) said the opposite was true in their case. Only 17.9% (21) believed their managers are capable of providing constructive feedbacks.

According to the information obtained from the interview, one of the challenges occurring in the performance process is managers are not comfortable to provide honest feedback regularly to their employees.

**4.2.3. Performance mid year review**

**Table 4.5. Employee responses on Performance review.**

Question on mid-year review	Responses							Total	Mean
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree			
You are aware that mid year review is one of the components of the performance management system of your organization.	Frequency	10	63	3	28	13	117	2.75	
	Percent	8.5	53.8	2.6	23.9	11.1	100		
You have been in to the mid-year performance review discussion in the current performance year.	Frequency	10	59	20	21	7	117	2.62	
	Percent	8.5	50.4	17.1	17.9	6	100		

**Source: Own data, 2015**

As indicated in the SCI PM guideline, mid year review is to be conducted at the middle of each year with a purpose of making the necessary review on the work objectives, development plan and time table.

As the table above shows, 35% (41) respondents well understand the process of the performance review, and 58.9% (69) didn't get a chance to be reviewed at the mid of last year.

The interview response collected also supported the above finding by indicating that some of the PM systems are overlooked and the actual practice and the outlined system do not match.

#### 4.2.4. Performance appraisal

**Table 4.6. Employee responses on Performance appraisal.**

Question on performance appraisal	Responses							Mean
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total	
You are aware that performance appraisal (assessment) is one of the components of the performance management system of your organization.	Frequency	40	43	3	22	9	117	2.29
	Percent	34.2	36.8	2.6	18.8	7.7	100	
Yours and your manager's participation in the performance appraisal (assessment) is almost equal.	Frequency	15	49	21	24	8	117	2.67
	Percent	12.8	41.9	17.9	20.5	6.8	100	
The performance appraisal (assessment) is led by a Manager only.	Frequency	50	33	18	12	4	117	2.03
	Percent	42.7	28.2	15.4	10.3	3.4	100	
You do your performance appraisal (assessment) by your own and the manager put her/his comment only.	Frequency	14	22	21	52	8	117	3.15
	Percent	12	18.8	17.9	44.4	6.8	100	
You are aware that performance rating is one of the components of the performance management system of your organization.	Frequency	2	3	24	60	28	117	3.93
	Percent	1.7	2.6	20.5	51.3	23.9	100	
You are satisfied with the performance rates given to you in the last performance period.	Frequency	40	44	15	12	6	117	2.15
	Percent	34.2	37.6	12.8	10.3	5.1	100	

**Source: Own data, 2015**

Performance appraisal motivates good performance, provides constructive feedback and agree on effective development plan. At this stage the achievement of the desired behaviors and demonstration of the desired behavior is assessed. Luecke (2006)

As indicated on table 4.6., 54.7% (64) respondents said their and their manager's participation in the appraisal process is not equal and 70.9% (83) respondents disagree with the question the process is led by Managers. 30.8% (36) respondents declared that they do the appraisal on their

own and manager’s put their signature only; likewise, 71.8% (84) said they are not satisfied with the rates given to them.

The interview responses indicate that there are some Manager’s that do not own the process and ask their subordinates to do the assessment. Additional challenge indicated in the interview was even managers’ understanding of the PM system is varying and this leads to having different performance qualities and discrepancies not consistent with the standard.

**4.2.5. Employee’s understanding and perception on the Performance Management**

**Table 4.7. Employee responses on their understanding and perception on the Performance Management.**

Question	Responses							Total	Mean
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree			
Performance Management System of your organization is clearly defined.	Frequency	28	45	23	14	7	117	2.38	
	Percent	23.9	38.5	19.7	12	6	100		
The performance management system of the organization is participatory.	Frequency	53	8	22	27	7	117	2.38	
	Percent	45.3	6.8	18.8	23.1	6	100		
The Performance Management system helps employees to set and achieve their objectives.	Frequency	52	23	15	24	3	117	2.17	
	Percent	44.4	19.7	12.8	20.5	2.6	100		
The performance management system of the organization helps you to improve your performance.	Frequency	43	37	14	16	7	117	2.21	
	Percent	36.8	31.6	12	13.7	6	100		
Your leadership and/or interpersonal skills are developed due to the performance management system of the organization.	Frequency	36	32	35	13	1	117	2.24	
	Percent	30.8	27.4	29.9	11.1	0.9	100		
The performance management system of the organization helps you to understand your contribution to the overall company vision and mission.	Frequency	50	24	7	29	7	117	2.31	
	Percent	42.7	20.5	6	24.8	6	100		

You regularly sit with your manager for performance discussions.	Frequency	49	20	26	22	0	117	2.18
	Percent	41.9	17.1	22.2	18.8	0	100	
You are comfortable to have open discussion with your manager on your performances	Frequency	68	7	9	29	4	117	2.09
	Percent	58.1	6	7.7	24.8	3.4	100	
Your Manager gives solution for the challenges you faced.	Frequency	52	17	16	26	6	117	2.29
	Percent	44.4	14.5	13.7	22.2	5.1	100	
Promotions and rewards are linked to the performance management system.	Frequency	34	25	43	13	2	117	2.35
	Percent	29.1	21.4	36.8	11.1	1.7	100	
You were recognized for your exceptional performance.	Frequency	46	17	37	14	3	117	2.24
	Percent	39.3	14.5	31.6	12	2.6	100	
You are satisfied with the performance management system of the organization.	Frequency	53	22	28	13	1	117	2.03
	Percent	45.3	18.8	23.9	11.1	0.9	100	

**Source: Own data, 2015**

Luecke (2006) stated that intensity in numerous enterprises depends on viability of human resources and keeping in mind the end goal to make the most out of the human resources there ought to be viable performance management. Similarly, Kruasert (2009) indicated that PM empowers workers to distinguish the information and ability that are required to perform their employment. Successful PM system helps execution which came about strengthening, inspiration and usage of a viable prize framework.

The data collected and summarized on table 4.7 above shows that, 62.4% (73) disagree and only 18% (21) agree on the point that the PM system is not clearly defined, and likewise, 52.1% (75) disagree and 29.1% (34) agree on the point of the PM system being participatory. In both cases 19.7% (23) and 18.8% (22) respectively were undecided on responding to the above two questions. To the question whether PM helps you to set and achieve objectives, 64.1% (75) disagreed whereas 23.1% (27) agreed to this point. Likewise, 68.4% (80) disagreed to the question whether PM helps them improve their performance and 58.2% (68) disagreed that their leadership/interpersonal skill are developed due to the current PM system. In addition, 63.2% (74) disagreed the point that whether PM system helps them understand their contribution to the overall company vision and mission. 59% (69) disagreed and 18.8% (22) agreed to the point that they sit with their manager for PM discussions, and, similarly, 64.1% (75) disagreed and only

28.2% (33) agreed that they are comfortable to have open discussion with their line manager. Moreover, only 27.3% (32) agreed that their manager comes with solutions to the challenges they face. Finally, employees were requested whether they are satisfied with the current system and the majority, which is 64.1% (75), respondents disagreed and only 12% (14) agreed.

Harmoniously, the data collected through interview indicated that managerial capability in conducting PM processes is varying. Some are very competent and well acquainted with the skill and some others still lack the right capacity. Managers are not taking the ownership of the process and this is causing lack of linkage between the overall mission and vision and individual performances. It is also learned that there are times when staff were not clear about the priorities of their departments, which had to be clearly communicated by the managers and department heads. The overall interview response indicated that the system designed and the actual practice is not in sync due to differences on managers level of understanding and capability, lack of ownership by managers, lack of linkage between output and reward. Moreover, it is stated that managers are not yet being held accountable for failing to ensure proper PM system and not communicating their department's roles and priorities.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

Based on the data collected and analyzed in chapter four the following conclusions and recommendations are drawn.

#### **5.1. Summary**

The objective of this study was to assess the practices of Performance Management System of SCI, Ethiopia Country Office. Conclusions drawn from data collected through questionnaire and interview and the findings are summarized below.

According to SCI's performance guideline, at the performance planning stage objective plan is agreed upon, competency is identified, and development plan is decided. However, what was identified by this study is the plan is done by one side, either by employee or manager. Besides, the development plan decided is not aligned to the job requirements and doesn't support employees to acquire the needed skills. Moreover, most respondents are not familiar with the competency which is a composition of right behaviours that employees should demonstrate.

The other study area was on the regularity of providing feedback which is designed to be conducted every 4 – 6 weeks to facilitate recognition of good performers and to coach those who need it. The finding of this study was, although respondents witnessed the managers have the basic capacity to provide constructive feedbacks, and they are doing it on good and poor performances, it is not done regularly. The senior team of the organization also indicated feedback as a main purpose of the PM system but it is not done as to the standard because Managers are not in a position to provide honest feedback to their subordinates.

In addition, this study was focused on performance appraisal (evaluation) which has to be done at the end of the fiscal year. As per SCI's PM guideline, the performance appraisal meeting has to be led by the Manager with allowing employees to actively engage in the process by evaluating their own performance. By this study, it is identified that performance appraisal is



done by employees only and the ratings given are not to the expectation of them. Most Managers are not taking the ownership of the PM process and are not accountable for ensuring the system is functioning as planned.

The other area of study was on the employee's perception to the whole PM system of SCI. Most responded that the PM system is not clearly enough to easily understand by employees at all level. The example they were mentioning was the Competency Framework. Similarly, the PM system doesn't facilitate or allow employees to achieve their objectives because it lacks clarity, linkage to the organization mission and vision, less guidance from Managers on the system. The PM system is not linked with rewards this leads to less commitment by managers and staff to give due attention to make it functional as designed.

## **5.2. Conclusion**

From the frequency table summary, the researcher is found out that most respondents disagreed to the questions included in the questionnaire. The questionnaire questions represent the characteristics of effective PM system in any organization. Therefore, the researcher concludes the following points.

- Although, it needs some refinement, the organization designed a good PM system which incorporates most of the standards suggested by scholars.
- Employees understand the system, except the competency framework, but what is missing is guidance from the Managers.
- Employees are not relying and trusting the PM system as a development tool that supports them to excel in their day to day activities and their professional life.
- Employees are not guided enough by managers, they are not getting feedback on regularly and are not mentored and coached adequately.
- Employees are not well informed about the linkage between their day to day activities and the overall organizational goal.
- All the standards designed in the PM system are not well exercised at all levels.

- The organization is not using the PM system to develop its people and promote the goal of the organization.
- There are Managers that are not well trained to enhance their leadership and people management skill.
- Managers are not accountable for not ensuring the proper functioning of the PM system.
- Lack of linkage between performance result and reward makes staff and employees to be less committed to the PM system.

### **5.3. Limitation of the Study**

Save the Children is operating in all regions of Ethiopia with four regional hubs and fifty offices. The main reason not to incorporate all regional Hubs and field offices was financial and time constraints. As the study was delimited to Save the Children, Ethiopia CO because the cost involved in undertaking a full research covering the entire field offices the topic was enormous and beyond the researcher's financial resources. It is important to note that, although the research was conducted focusing on head offices, Save the children covers several geographical regions within the Ethiopia. Future studies should expand the sample to include a wider range of population, as this help to improve accuracy of the study.

### **5.4. Recommendation**

The performance planning process should be a top-down process started from the overall goal of the organization towards the department, then individual objectives. The Managers should take the lead in the process. The PM process should be a tool to communicate the critical mission of the organization and change it into a routine activity.

The PM system should have a rewarding scheme to recognize employees contribution, to motivate them and make them productive in their work. PM is the best tool to implement merit increments.

Managers should be trained in providing feedbacks, mentoring and coaching their employees, and on improving their time management skills. Employees should be told when they are doing right and when they need to improve their performance with the appropriate support from their supervisors.

The SMT should enforce the PM system so that managers dispose their responsibilities in the proper manner.

The SMT should ensure trainings are provided to clarify the Competency requirements of the roles which are set of behaviours that guide on how the job should be done. All employees at all level should be familiar with the competency standards for their role.

The capacity building plan should be designed to fill the gap of skill, knowledge and attitude that is relevant to the role. Enough capacity building budget should be allocated by the organization to provide the planned development and training activities.

Finally, the researcher observed that the existing PM system is well designed and recommends that so much effort should be exerted in implementing and practicing each stages of the PM system which leads to the betterment of the overall performance of the organization.

References:

Addis Alemayehu Tessema, (2014). An assessment of employee's perception about organizational culture and performance management practice: The case study in Management Science for Health in Ethiopia. Unpublished Master's Thesis, St. Mary's University

Aguinis, H. (2009). Performance Management. USA: Prentice-Hall

Akhtar, Shamim, Nath, Manjit and Kalita, Pranjal (2014). Towards 360 Degree Performance Review of Ministers. ASCI Journal of Management, 43 (2): 18-28

Armstrong, Michael (2007). Employee Reward Management and Practice. London: Bell & Bain, Glasgow

Armstrong, Michael (2007). Human Resource Management Practice. London: Cambridge University Press

Bratton, John and Gold, Jeffrey (1999). Human Resource Management Theory and Practice. New Jersey: Macmillan Business

Carter, Earl M.A. and McMahon, Frank A (2005). Improving Employee Performance through workplace coaching. London: Kogan Page Limited

Dawson, Catherine Dr. (2002). Practical Research Methods. Oxford: How To Books

Denisew Liramu, (2014). Assessment of Performance Management Practices: The case of the Center for Educational Information and Communication Technology. Unpublished Master's Thesis, St. Mary's University

Eden Assefa, (2013). Employees Performance Appraisal Practices and Problems: The case of Save the Children Ethiopia. Unpublished Master's Thesis, St. Mary's University

Erkalem Ejigu, (2013). Performance Management System and Its Effectiveness in Organizations: A Case Study on John Snow MC, Integrated Family Health Program JSI/IFHP. Unpublished Master's Thesis, St. Mary's University.

Fisher, Colin (2004). Research and Writing a Dissertation for Business Students. England: Pearson Education Limited.

Hans T., Richard, E., & Hugo, R. (2004). Statistical Techniques for Sampling and monitoring Natural Resources. Rocky Mountain Research Station.

Harms, P. L. & Roebuck, D. B. (2010). Teaching the art and craft of giving and receiving feedback. *Business Communication Quarterly*, 73 (4), 413–431.

Luecke, Richard (2006). Performance Management, Measure and Improve the Effectiveness of Your Employees. USA: Harvard Business School Publishing Corporation

R. Wayne Mondy & Robert M. Noe (1990). Human Resource Management. Allyn and Backon (publishers) 1990

Saunders, Mark, Lewis, Philip and Thornhill, Adrian (2003). Research Methods for Business Students. England: Pearson Education Limited.

Shajahan, S Dr. (2004). Research Methods for Management. Mumbai: Jaico Publishing House

Smither, James W. and London, Manuel (2009). Performance Management Putting Research into Action. San Francisco: Jossey-Bass a Wiley Imprint

Smither, James W. and London, Manuel, (Ed). (2009). Performance Management, Putting Research into Action. 989 Market Street, San Francisco: Jossey-Bass

Unam, J. (2012). Materials Management for Business Success. *International Journal of Economics and Management Sciences*, 1(7), 50-56.

Zelalem Bayisa Gurmessa, (2007). Employees' Perception of the Problems and Practices of Employee Performance Evaluation: A Case study of Awash International Bank (AIB). Unpublished Master's Thesis, Addis Ababa University

# APPENDICES

## **Appendix 1 – Questionnaire**

*St. Mary University*

*School of Post Graduate Study*

*Questionnaire for the study of Practices of Performance Management System of*

*Save the Children Country Office*

*Dear respondent,*

*First of all I would like to thank you in advance for dedicating your precious time to fill out this questionnaire.*

*The purpose of this questionnaire is to gather information about the current practices of Performance Management system in Save the Children, Country Office. The collected data will be used as a primary data in the study which I am conducting as a partial fulfillment of the requirement for the successful completion of the Masters Degree in Business Administration.*

*The information you will provide will be used for academic purposes only and will be treated as private and confidential. Your genuine, honest and timely responses are quite vital to complete this study in the required quality within the time table. Please attempt to answer all the questions and you do not need to write your names on the questionnaire.*

*Thank you again for your cooperation.*

*Best Regards,*

*Kebre Hailu*

**SECTION A. Personal Information**

- A. Gender
1. Male                       2. Female
- B. Age
1. 20-30 years                       4. 51-60 years
2. 31-40 years                       5. Above 60
3. 41-50 years
- C. What is your highest level of education?
1. College Diploma or equivalent                       3. Postgraduate Degree
2. Undergraduate Degree                       4. Doctorate and above
- D. Which department are you working in?
1. Program Operation                       4. HR
2. PDQ                       5. Award
3. Finance                       6. Internal Audit
- E. What is your position?
1. Director/Deputy Director                       4. Senior Officer/ Officer
2. Senior Manager/Manager                       5. Assistant
3. Senior Coordinator/Coordinator                       6. Other(s) [please specify]...
- F. How long do you work for Save the Children?
1. 2-4 years                       4. 8-10years
2. 4-6 years                       5. >10 years
3. 6-8 years



**SECTION B.**

Please indicate the extent of your agreement for the below statements.

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
		1	2	3	4	5
	Performance Planning					
1	You are aware that performance planning is one of the components of the performance management system of your organization.					
2	Objectives set during the performance planning stage are mutually agreed between employee and a Manager					
3	You are aware that development plan is one of the components of the performance management system of your organization.					
4	The development plan indicated in the performance plan helps you to improve the quality of your performance.					
5	You were given a chance to take the development/ training plan set aside in the last performance period.					
6	You clearly understand the competency framework					
	Regular Feedback					
7	You are aware that regular feedback is one of the components of the performance management system of your organization.					
8	Regular feedback is provided by your manager at least every month and half.					
9	Your work progresses are regularly checked by your Manager.					
10	You receive feedback on your good performances.					
11	You receive feedback on poor performances.					

12	The feedbacks you received help you to improve your skills, attitudes and performances.					
13	You believe your Manager is capable of providing constructive feedbacks					
14	Your Manager allows you to provide feedback on her/his management style and performances.					
	Performance Review					
15	You are aware that mid year review is one of the components of the performance management system of your organization.					
16	You have been in to the mid-year performance review discussion in the current performance year.					
	Performance Appraisal (assessment)					
17	You are aware that performance appraisal (assessment) is one of the components of the performance management system of your organization.					
18	Yours and your manager’s participation in the performance appraisal (assessment) is almost equal.					
19	The performance appraisal (assessment) is led by a Manager only.					
20	You do your performance appraisal (assessment) by your own and the manager put her/his comment only.					
21	You are aware that performance rating is one of the components of the performance management system of your organization.					
22	You are satisfied with the performance rates given to you in the last performance period.					
	Employee’s understanding and perception on the Performance Management of the Organization					
23	Performance Management System of your organization					

	is clearly defined.					
24	The performance management system of the organization is participatory.					
25	The Performance Management system helps employees to set and achieve their objectives.					
26	The performance management system of the organization helps you to improve your performance.					
27	Your leadership and/or interpersonal skills are developed due to the performance management system of the organization.					
28	The performance management system of the organization helps you to understand your contribution to the overall company vision and mission.					
29	You regularly sit with your manager for performance discussions.					
30	You are comfortable to have open discussion with your manager on your performances					
31	Your Manager gives solution for the challenges you faced.					
32	Promotions and rewards are linked to the performance management system.					
33	You were recognized for your exceptional performance.					
34	You are satisfied with the performance management system of the organization.					

Additional opinion (if any) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Appendix 2 – Interview questions**

*St. Mary University*

*School of Post Graduate Study*

*Interview questions for the study of Practices of Performance Management System of*

*Save the Children Country Office*

*(To Senior Management Team)*

Dear Madam/Sir,

Thank you in advance for devoting your precious time to answer my questions. I'm a final year MBA student at St. Mary's University, School of Graduate Studies and conducting a research on the topic "Practices of Performance Management System of SCI".

Your responses will be kept confidentially and used for academic purposes only.

### **Questions:**

1. How would you describe the Performance Management (PM) system of SCI?
2. What is the main purpose of performance management in SCI?
3. Would you explain how the PM system of the organization communicated to employees at all level (at organizational, departmental and individual level)?
4. Do you believe that the employees understand the vision, mission, goals and values of the organization?
5. Do you assess the performance of your organization periodically? If so, is the system well serving to meet the objectives of SCI.
6. Is the Performance Management system contributes for the continuous development of the Organization?
7. How do you disseminate the performance assessment results to employees?

8. Have you received trainings on how to handle each steps of the performance management process?
9. What are the major challenges you have been facing in the implementation process of the PM system in your organization?
10. Is the current practice of the Performance Management aligned with the designed system?
11. Have you observed any challenges in the overall PM system?
12. Would you suggest possible solutions for the challenges encountered?
13. Do you have any other opinion?

Thank you again for your cooperation.

### Appendix 3 – Statistical Outputs

#### Part I – Personal Information of the Respondents

##### Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	58	49.6	49.6	49.6
Valid Female	59	50.4	50.4	100.0
Total	117	100.0	100.0	

##### Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 20 - 30 years	21	17.9	17.9	17.9
Valid 31 - 40 years	73	62.4	62.4	80.3
Valid 41 - 50 years	10	8.5	8.5	88.9
Valid 51 - 60 years	11	9.4	9.4	98.3
Valid Above 60	2	1.7	1.7	100.0
Total	117	100.0	100.0	

##### Position

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Director/Deputy Director	5	4.3	4.3	4.3
Valid Senior Manager/ Manager	26	22.2	22.2	26.5
Valid Senior Coordinator/ Coordinator	31	26.5	26.5	53.0
Valid Senior Officer/ Officer	40	34.2	34.2	87.2
Valid Assistant	2	1.7	1.7	88.9
Valid Other	13	11.1	11.1	100.0
Total	117	100.0	100.0	

**Level of Education**

	Frequency	Percent	Valid Percent	Cumulative Percent
College diploma or equivalent	8	6.8	6.8	6.8
Undergraduate degree	46	39.3	39.3	46.2
Postgraduate degree	62	53.0	53.0	99.1
Doctrate and above	1	.9	.9	100.0
Total	117	100.0	100.0	

**Department**

	Frequency	Percent	Valid Percent	Cumulative Percent
Program Operation	64	54.7	54.7	54.7
PDQ	26	22.2	22.2	76.9
Finance	11	9.4	9.4	86.3
HR	6	5.1	5.1	91.5
Award	8	6.8	6.8	98.3
Internal Audit	2	1.7	1.7	100.0
Total	117	100.0	100.0	

**Service Year**

	Frequency	Percent	Valid Percent	Cumulative Percent
2-4 years	53	45.3	45.3	45.3
4-6 years	22	18.8	18.8	64.1
6-8 years	8	6.8	6.8	70.9
8-10 years	15	12.8	12.8	83.8
> 10 years	19	16.2	16.2	100.0
Total	117	100.0	100.0	

Part II – Responses for basic questions

**a) Performance Planning**

**Statistics**

		You are aware that performance planning is one of the components of the performance management system of your organization.	Objectives set during the performance planning stage are mutually agreed between employee and a Manager	You are aware that development plan is one of the components of the performance management system of your organization	The development plan indicated in the performance plan helps you to improve the quality of your performance	You were given a chance to take the development/ training plan set aside in the last performance period	You clearly understand the competency framework
N	Valid	117	117	117	117	117	117
	Missing	0	0	0	0	0	0
Mean		3.43	2.21	2.99	2.30	2.38	2.11

**You are aware that performance planning is one of the components of the performance management system of your organization.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	1.7	1.7	1.7
Valid Disagree	26	22.2	22.2	23.9
Valid Undecided	30	25.6	25.6	49.6
Valid Agree	38	32.5	32.5	82.1
Valid Strongly Agree	21	17.9	17.9	100.0
Total	117	100.0	100.0	

**Objectives set during the performance planning stage are mutually agreed between employee and a Manager**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	21	17.9	17.9	17.9
Valid Disagree	69	59.0	59.0	76.9
Valid Undecided	11	9.4	9.4	86.3
Valid Agree	14	12.0	12.0	98.3
Valid Strongly agree	2	1.7	1.7	100.0
Total	117	100.0	100.0	



**You are aware that development plan is one of the components of the performance management system of your organization**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	4	3.4	3.4	3.4
Disagree	59	50.4	50.4	53.8
Undecided	6	5.1	5.1	59.0
Agree	30	25.6	25.6	84.6
Strongly agree	18	15.4	15.4	100.0
Total	117	100.0	100.0	

**The development plan indicated in the performance plan helps you to improve the quality of your performance**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	14	12.0	12.0	12.0
Disagree	72	61.5	61.5	73.5
Undecided	16	13.7	13.7	87.2
Agree	12	10.3	10.3	97.4
Strongly agree	3	2.6	2.6	100.0
Total	117	100.0	100.0	

**You were given a chance to take the development/ training plan set aside in the last performance period**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	18	15.4	15.4	15.4
Disagree	60	51.3	51.3	66.7
Undecided	18	15.4	15.4	82.1
Agree	19	16.2	16.2	98.3
Strongly agree	2	1.7	1.7	100.0
Total	117	100.0	100.0	

**You clearly understand the competency framework**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	40	34.2	34.2	34.2
Disagree	47	40.2	40.2	74.4
Undecided	12	10.3	10.3	84.6
Agree	13	11.1	11.1	95.7
Strongly agree	5	4.3	4.3	100.0
Total	117	100.0	100.0	

b) Regular Feedback

**Statistics**

	You are aware that regular feedback is one of the components of the performance management system of your organization	Regular feedback is provided by your manager at least every month and half	Your work progresses are regularly checked by your Manager	You receive feedback on your good performances	You receive feedback on poor performances.	The feedbacks you received help you to improve your skills, attitudes and performances.	You believe your Manager is capable of providing constructive feedbacks	Your Manager allows you to provide feedback on her/his management style and performances.
Valid N	117	117	117	117	117	117	117	117
Missing	0	0	0	0	0	0	0	0
Mean	2.62	2.13	2.40	2.01	2.37	1.94	2.74	2.38

**You are aware that regular feedback is one of the components of the performance management system of your organization**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	6	5.1	5.1	5.1
Disagree	68	58.1	58.1	63.2
Undecided	11	9.4	9.4	72.6
Agree	29	24.8	24.8	97.4
Strongly agree	3	2.6	2.6	100.0
Total	117	100.0	100.0	

**Regular feedback is provided by your manager at least every month and half**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	14	12.0	12.0	12.0
Disagree	81	69.2	69.2	81.2
Undecided	15	12.8	12.8	94.0
Agree	7	6.0	6.0	100.0
Total	117	100.0	100.0	

**Your work progresses are regularly checked by your Manager**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	4	3.4	3.4	3.4
Disagree	81	69.2	69.2	72.6
Undecided	17	14.5	14.5	87.2
Agree	11	9.4	9.4	96.6
Strongly agree	4	3.4	3.4	100.0
Total	117	100.0	100.0	

**You receive feedback on your good performances**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	33	28.2	28.2	28.2
Disagree	57	48.7	48.7	76.9
Undecided	20	17.1	17.1	94.0
Agree	7	6.0	6.0	100.0
Total	117	100.0	100.0	

**You receive feedback on poor performances.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	20	17.1	17.1	17.1
Disagree	52	44.4	44.4	61.5
Undecided	28	23.9	23.9	85.5
Agree	16	13.7	13.7	99.1
Strongly agree	1	.9	.9	100.0
Total	117	100.0	100.0	

**The feedbacks you received help you to improve your skills, attitudes and performances.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	48	41.0	41.0	41.0
Disagree	38	32.5	32.5	73.5
Valid Undecided	21	17.9	17.9	91.5
Agree	10	8.5	8.5	100.0
Total	117	100.0	100.0	

**You believe your Manager is capable of providing constructive feedbacks**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	11	9.4	9.4	9.4
Disagree	42	35.9	35.9	45.3
Valid Undecided	34	29.1	29.1	74.4
Agree	27	23.1	23.1	97.4
Strongly agree	3	2.6	2.6	100.0
Total	117	100.0	100.0	

**Your Manager allows you to provide feedback on her/his management style and performances.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	24	20.5	20.5	20.5
Disagree	46	39.3	39.3	59.8
Valid Undecided	26	22.2	22.2	82.1
Agree	21	17.9	17.9	100.0
Total	117	100.0	100.0	

c) Performance Review

**Statistics**

		You are aware that mid year review is one of the components of the performance management system of your organization.	You have been in to the mid-year performance review discussion in the current performance year.
N	Valid	117	117
	Missing	0	0
Mean		2.75	2.62

**You are aware that mid year review is one of the components of the performance management system of your organization.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	10	8.5	8.5	8.5
Valid Disagree	63	53.8	53.8	62.4
Valid Undecided	3	2.6	2.6	65.0
Valid Agree	28	23.9	23.9	88.9
Valid Strongly agree	13	11.1	11.1	100.0
Total	117	100.0	100.0	

**You have been in to the mid-year performance review discussion in the current performance year.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	10	8.5	8.5	8.5
Valid Disagree	59	50.4	50.4	59.0
Valid Undecided	20	17.1	17.1	76.1
Valid Agree	21	17.9	17.9	94.0
Valid Strongly agree	7	6.0	6.0	100.0
Total	117	100.0	100.0	

d) Performance Assessment

**Statistics**

	You are aware that performance appraisal (assessment) is one of the components of the performance management system of your organization.	Yours and your manager's participation in the performance appraisal (assessment) is almost equal.	The performance appraisal (assessment) is led by a Manager only.	You do your performance appraisal (assessment) by your own and the manager put her/his comment only.	You are aware that performance rating is one of the components of the performance management system of your organization.	You are satisfied with the performance rates given to you in the last performance period.
N	Valid 117 Missing 0	Valid 117 Missing 0	Valid 117 Missing 0	Valid 117 Missing 0	Valid 117 Missing 0	Valid 117 Missing 0
Mean	2.29	2.67	2.03	3.15	3.93	2.15

**You are aware that performance appraisal (assessment) is one of the components of the performance management system of your organization.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	40	34.2	34.2	34.2
Valid Disagree	43	36.8	36.8	70.9
Valid Undecided	3	2.6	2.6	73.5
Valid Agree	22	18.8	18.8	92.3
Valid Strongly agree	9	7.7	7.7	100.0
Total	117	100.0	100.0	

**Yours and your manager's participation in the performance appraisal (assessment) is almost equal.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	15	12.8	12.8	12.8
Valid Disagree	49	41.9	41.9	54.7
Valid Undecided	21	17.9	17.9	72.6
Valid Agree	24	20.5	20.5	93.2
Valid Strongly agree	8	6.8	6.8	100.0
Total	117	100.0	100.0	

**The performance appraisal (assessment) is led by a Manager only.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	50	42.7	42.7	42.7
Disagree	33	28.2	28.2	70.9
Undecided	18	15.4	15.4	86.3
Agree	12	10.3	10.3	96.6
Strongly agree	4	3.4	3.4	100.0
Total	117	100.0	100.0	

**You are satisfied with the performance rates given to you in the last performance period.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	40	34.2	34.2	34.2
Disagree	44	37.6	37.6	71.8
Undecided	15	12.8	12.8	84.6
Agree	12	10.3	10.3	94.9
Strongly agree	6	5.1	5.1	100.0
Total	117	100.0	100.0	

**You do your performance appraisal (assessment) by your own and the manager put her/his comment only.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	14	12.0	12.0	12.0
Disagree	22	18.8	18.8	30.8
Undecided	21	17.9	17.9	48.7
Agree	52	44.4	44.4	93.2
Strongly agree	8	6.8	6.8	100.0
Total	117	100.0	100.0	

**You are aware that performance rating is one of the components of the performance management system of your organization.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	2	1.7	1.7	1.7
Disagree	3	2.6	2.6	4.3
Undecided	24	20.5	20.5	24.8
Agree	60	51.3	51.3	76.1
Strongly agree	28	23.9	23.9	100.0
Total	117	100.0	100.0	

e) Employee’s understanding and perception on the Performance Management

	Performance Management System of your organization is clearly defined.	The performance management system of the organization is participatory.	The Performance Management system helps employees to set and achieve their objectives.	The performance management system of the organization helps you to improve your performance.	Your leadership and/or interpersonal skills are developed due to the performance management system of the organization.	The performance management system of the organization helps you to understand your contribution to the overall company vision and mission.
N Valid	117	117	117	117	117	117
Missing	0	0	0	0	0	0
Mean	2.38	2.38	2.17	2.21	2.24	2.31

	You regularly sit with your manager for performance discussions.	You are comfortable to have open discussion with your manager on your performances	Your Manager gives solution for the challenges you faced.	Promotions and rewards are linked to the performance management system.	You were recognized for your exceptional performance.	You are satisfied with the performance management system of the organization.
N Valid	117	117	117	117	117	117
Missing	0	0	0	0	0	0
Mean	2.18	2.09	2.29	2.35	2.24	2.03



**Performance Management System of your organization is clearly defined.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	28	23.9	23.9	23.9
Disagree	45	38.5	38.5	62.4
Undecided	23	19.7	19.7	82.1
Agree	14	12.0	12.0	94.0
Strongly agree	7	6.0	6.0	100.0
Total	117	100.0	100.0	

**The performance management system of the organization is participatory.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	53	45.3	45.3	45.3
Disagree	8	6.8	6.8	52.1
Undecided	22	18.8	18.8	70.9
Agree	27	23.1	23.1	94.0
Strongly agree	7	6.0	6.0	100.0
Total	117	100.0	100.0	

**The Performance Management system helps employees to set and achieve their objectives.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	52	44.4	44.4	44.4
Disagree	23	19.7	19.7	64.1
Undecided	15	12.8	12.8	76.9
Agree	24	20.5	20.5	97.4
Strongly agree	3	2.6	2.6	100.0
Total	117	100.0	100.0	

**The performance management system of the organization helps you to improve your performance.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	43	36.8	36.8	36.8
Disagree	37	31.6	31.6	68.4
Undecided	14	12.0	12.0	80.3
Agree	16	13.7	13.7	94.0
Strongly agree	7	6.0	6.0	100.0
Total	117	100.0	100.0	

**Your leadership and/or interpersonal skills are developed due to the performance management system of the organization.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	36	30.8	30.8	30.8
Disagree	32	27.4	27.4	58.1
Undecided	35	29.9	29.9	88.0
Agree	13	11.1	11.1	99.1
Strongly agree	1	.9	.9	100.0
Total	117	100.0	100.0	

**The performance management system of the organization helps you to understand your contribution to the overall company vision and mission.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	50	42.7	42.7	42.7
Disagree	24	20.5	20.5	63.2
Undecided	7	6.0	6.0	69.2
Agree	29	24.8	24.8	94.0
Strongly agree	7	6.0	6.0	100.0
Total	117	100.0	100.0	

**You regularly sit with your manager for performance discussions.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	49	41.9	41.9	41.9
Disagree	20	17.1	17.1	59.0
Undecided	26	22.2	22.2	81.2
Agree	22	18.8	18.8	100.0
Total	117	100.0	100.0	

**You are comfortable to have open discussion with your manager on your performances**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	68	58.1	58.1	58.1
Disagree	7	6.0	6.0	64.1
Undecided	9	7.7	7.7	71.8
Agree	29	24.8	24.8	96.6
Strongly agree	4	3.4	3.4	100.0
Total	117	100.0	100.0	

**Your Manager gives solution for the challenges you faced.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	52	44.4	44.4	44.4
Disagree	17	14.5	14.5	59.0
Undecided	16	13.7	13.7	72.6
Agree	26	22.2	22.2	94.9
Strongly agree	6	5.1	5.1	100.0
Total	117	100.0	100.0	

**Promotions and rewards are linked to the performance management system.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	34	29.1	29.1	29.1
Disagree	25	21.4	21.4	50.4
Undecided	43	36.8	36.8	87.2
Agree	13	11.1	11.1	98.3
Strongly agree	2	1.7	1.7	100.0
Total	117	100.0	100.0	

**You were recognized for your exceptional performance.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	46	39.3	39.3	39.3
Valid Disagree	17	14.5	14.5	53.8
Valid Undecided	37	31.6	31.6	85.5
Valid Agree	14	12.0	12.0	97.4
Valid Strongly agree	3	2.6	2.6	100.0
Total	117	100.0	100.0	

**You are satisfied with the performance management system of the organization.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	53	45.3	45.3	45.3
Valid Disagree	22	18.8	18.8	64.1
Valid Undecided	28	23.9	23.9	88.0
Valid Agree	13	11.1	11.1	99.1
Valid Strongly agree	1	.9	.9	100.0
Total	117	100.0	100.0	