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ASSESSMENT OF EMPLOYEE PERFORMANCE MANAGEMENT
PRACTICES OF AMBO UNIVERSITY

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Assessment of Employee Performance Management Practice of Ambo University

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Declaration

I, the undersigned, declare that this study is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the study have been duly acknowledged.

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This research project has been submitted to Addis Ababa University, School of Commerce, Department of Business Administration and Information System for examination with my approval as a University advisor.

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LISTS OF ACRONYM

HRM - Human Resource Management

PA - Performance Appraisal

PM - Performance Management

PMS - Performance Management system

SP - Strategic Plan

SPSS - Statistical Package for the Social Sciences

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Abstract

Performance management practices is assisting the organization in delivering on its strategic objectives by ensuring that individuals, teams and ultimately the organization know what they should be doing, how they should be doing it and take responsibility for what they need to achieve. The aim of this paper is to examine performance management practices of Ambo University. Specifically the study to determine knowledge of employees on mission, strategy and objectives of the University in relation to Performance management practices, to determine the participation of employees in performance management practices, to describe the execution of performance management practice and to examine whether supervisors provide necessary feedback for employees in the process of performance management execution. The study delimited to only on permanent administrative staffs of the University. Descriptive research design was used. Both qualitative and quantitative data methods were employed for the study. The main sources of data were from both primary and secondary. The study used both stratified and purposive sampling techniques. The whole administrative populations were divided in to two strata and then from each strata number of sample size were selected proportionally. Both questionnaires and interviews were used to collect primary data. IBM SPSS statistics 21.00 Version was used to process the primary data which is collected through questionnaire. Permanent staff of the University has no clearly understanding of performance management processes. Supervisors were done nothing to make PM practices easy for employees and provide assistance when needed. No participative environment was created for employees equally at all levels. Employees are not initiated and satisfied with PM practices of the University. The PM practices of the University were not provided personal development and promotion for employees. The study revealed that no openness, transparent, and well communication in the University concerning performance management practices. Lack of adequate training, some leaders were not aware the rest of employees to teach, guide and initiate to involve in the system, lack of smooth flow information between supervisor and subordinates and unable to conduct frequent meeting or discussions are factors that affect performance management practices of Ambo University.

CHAPTER ONE

1.1. Introduction

This chapter deals with the background of the study which outlines the performance management practice and the profile of Ambo University and its objectives, statement of the problem, general and specific objectives of the study, significances of the study and scope of the study. In addition an overview of how the paper is organized is also highlighted.

1.2. Background of the Study

Human resource management is defined as a strategic and coherent approach to the management of an organization's most valued assets the people working there who individually and collectively contribute to the achievement of its objectives. The overall purpose of human resource management is to ensure that the organization is able to achieve success through people. HRM systems can be the source of organizational capabilities that allow firms to learn and capitalize on new opportunities (Ulrich and Lake (1990).

In today's workplace, performance improvement and the role of performance management is an increasingly popular topic. Business pressures are ever-increasing and organizations are now required to become even more effective and efficient, execute better on business strategy, and do more with less in order to remain competitive. Performance management is a broad term, because it does not solely cover one type of discipline. It covers a range of areas that relate to the measuring of individual and group performances and aspects of how individuals could be developed. In today's working environment, especially in corporate conglomerate, the majority of companies have implemented a performance management system to ensure that the staffs they employ deliver as per the targets that were set for them (Armstrong, 2009).

According to Armstrong and Baron (1998), the definition of performance management is that it is a strategic and integrated approach of delivering sustained successes to the company by improving individual and group performances and also developing the capabilities of teams and individuals. Performance management again can be defined as a systematic process for improving organizational performance by developing the performance of individuals and teams. It is a means of getting better results from the organization, teams and individuals by

understanding and managing performance within an agreed framework of planned goals, standards and competence requirements. Performance management is defined as a systematic process aimed at enhancing human performance within the organization (Warren, 1982).

Kandula, (2006) states that: The purpose of performance management is to transform the raw potential of human resource into performance by removing intermediate barriers as well as motivating and rejuvenating the human resource. Competitive capacity of organization can be increased by building strong people and effectively managing and developing people which is in essence performance management.

Given challenging economic conditions such as global competition organizations are starting to look internally for performance and productivity gains rather than wait for external improvements (e.g., market growth or technological advances) (Boxall & Purcell, 2003; Buchner, 2007).

Organizations have been focusing their attention on performance management (PM) as a way to improve organizational performance and productivity (Boxall & Purcell, 2003; Buchner, 2007). Indeed, there exist several major problems with PM systems. For example, they hinder business results due to administrative burdens, managers and employees are reluctant to communicate candidly during performance reviews and discussions, and subjective feedback as well as feedback that is not provided in a timely manner prevent accurate performance assessment (Pulakos, Mueller-Hanson & O'Leary, 2008).

Ambo University is one of the foremost higher learning institutions with significant contributions in the country's overall development by building the capacity of development agents through short, medium and long term trainings in various fields since its establishment in 1939. After passing through various developmental stages, it has recently become independent with a status of a University organized into five colleges, three institutes and two schools with 38 academic departments.

The University is presently exercising its full potential than ever before so as to meet its missions and is definitely in a rapid transformation. Its contribution to the country's development through conducting pertinent researches and outreach programs is also of paramount importance. Indeed, the University has a long standing experience in research and extension on viable technologies

including poultry, dairy, horticulture, forestry, etc and is playing a significant role in improving the livelihood of local community.

In addition, the University also engages in outreach programs providing training, consultancy and improved technology transfer services to the surrounding urban and rural community for which it has recently received meritorious award from the government of the Federal Democratic Republic of Ethiopia. Currently, the University is effectively running 38 undergraduate programs in various fields and 11 PG programs. Now, it is using more than 800 highly competent local as well as expatriate staff and 1311 permanent administrative staff.

Ambo University is one of the fastest growing Ethiopian Universities, currently expanding to four campuses these are, Woliso Business and Economics, main, Awaro and Guder Campuses.

Concurrently, the University is developing many new curricula both in undergraduate and graduate programs in areas pertinent to the country's development. Ambo University has immense location advantages mainly related to its proximity to the capital Addis and its excellent climate to attract competent staff to work closely with other institutions by sharing materials as well as human resources.

1.3. Statement of the Problem

Performance management aims at developing individuals with the required commitment and competencies for working towards the shared meaningful objectives within an organizational framework. Performance management frameworks are designed with the objective of improving both individual and organizational performance by identifying performance requirements, providing regular feedback and assisting the employees in their career development (Lockett 1992).

Performance management aims at building a high performance culture for both the individuals and the teams so that they jointly take the responsibility of improving the business processes on a continuous basis and at the same time raise the competence by upgrading their own skills within a leadership framework. Its focus is on enabling goal clarity for making people do the right things in the right time. It can be said that the main objective of a performance management system is to achieve the capacity of the employees to the full potential in favor of both the employee and the organization, by defining the expectations in terms of roles, responsibilities and accountabilities, required competencies and the expected behaviors (Armstrong, 2009).

If performance management system is properly developed and implemented in organization sustainable improvement in organizations performance, change in developing a more performance oriented culture, enhancing motivation and commitment of employees, developing team work and open culture to discuss work related issues, and empowering individuals to provide their talent for the success of the organizations' objectives are major benefits expected to be achieved (Armstrong and Baron, 2002). On the other hand, if the system development and implementation are misguided, then all efforts will remain futile exercise, which could lead to wastage of resources.

The researcher was initiated to focus on Ambo University because of the continuous complainants of administrative employees from the inside and customers from the outside. Inside employees are heard complaining about their pay, working environment, promotion, and transfer. Externally, customer dissatisfaction about the sluggish services of the University is observed. Furthermore, managers and especially administrative employees have no common understanding in implementation of performance management. Employees are not trust to their

management i.e. there is no open discussion between employees and the superior. Employees were not evaluated, promoted and motivated based on their performance as intended. Supervisors did not support employees in providing necessary feedback in the process of performance management execution. Employees were not engaged in performance planning process. Many administrative employees were not promoted who have served the University for a long period of years, which indicate that the University does not integrate human resources to its performance management system.

Purcell (2003) state that the extent to which managers are able to unlock discretionary effort among employees are critical in raising performance levels. Managers need to be advocates of the performance management process, ensuring that objectives are also motivational rather than being purely focused on control and alignment. They also need to be mindful that the quality of the conversations during the process can either motivate or demotivate employees.

Armstrong and Ward (2005) argue that indicators or measures that are used to assess individual performance and organizational effectiveness can be debilitating if they are not right, leading to confusion, inconsistencies and debates about ratings and rankings.

Performance management is concerned with communication. This is done by creating a climate in which a continuing dialogue between managers and the members of their teams takes place to define expectations and share information on the organization's mission, values and objectives. This establishes mutual understanding of what is to be achieved and a framework for managing and developing people to ensure that it will be achieved (Armstrong and Murlis, 1998).

1.4. Research Questions

1. Do employees know the University's Mission, strategy and objectives properly in relation to performance management practices?
2. Do employees of the University take part in performance management practices?
3. How performance management practice is carried out?
4. Do supervisors provide necessary feedback for employees in the process of performance execution?

1.5. Objective of the Study

1.5.1. General Objective

The general objective of the research was to examine performance management practice of Ambo University.

1.5.2. Specific Objectives

1. To determine knowledge of employees on mission, strategy and objectives of the University in relation to Performance management practices.
2. To determine the participation of employees in performance management practices.
3. To describe the execution of performance management practice.
4. To examine whether supervisors provide necessary feedback for employees in the process of performance management.

1.6. Significance of the Study

The output of this study is significant in various aspects. The result of the study will be used to enhance the practical knowledge of the researcher through creating a link between the theoretical knowledge of performance management, its advantages and what is going on real life situations. It provides information for employees and other Universities how an effective performance management practice contributes for organizational performance. Further more the result of the study will contribute as a ground for researchers to conduct further study on performance management system.

1.7. Scope of the Study

The study was not cover the whole population of Ambo University. It was not covering academic staff. Specifically the study delimited to examine the practices of supportive staff and management body and to determine factors that affect performance management practice of the University.

1.8. Limitation of the Study

Due to limitation of time and resources, the report was not detail. On the other hand insufficient secondary data in the organization and lack of relevant and recent literature were the major limitations the study.

1.9. Operational Definitions

Human Resource Management: is the organizational function that deals with recruiting, managing, developing and motivating people, including providing functional and specialized support and system for employee engagement and managing systems to foster regulatory compliance with employment and human right standards (Graham, H. &. 1998).

Performance Management: is a continuous process of identifying, measuring and developing performance in organizations by linking each individual's performance and objectives to the organization's overall mission and goals (Aguinis H.,2009).

Performance Appraisal: is a periodic review and evaluation of an individual's job performance (Armstrong 2006).

Performance management practices: refers to assisting the organization in delivering on its strategic objectives by ensuring that individuals, teams and ultimately the organization know what they should be doing, how they should be doing it and take responsibility for what they need to achieve (<http://www.lgemployers.gov.uk/people/performance/index.html>).

1.10. Organization of the Paper

The study organized under five chapters. The first chapter contained background of the study, background of the organization, statement of the problem, general and specific objectives of the study, significances of the study, scope of the study, limitations of the study and ethical consideration. The second chapter deals with theoretical and empirical review of literature. The third chapter was contained research design, sources of data and data collection techniques, sampling techniques and sample size, method of data analysis and presentation. Data presentation, analysis and interpretation were presented in chapter four. The last chapter contained summary, and recommendations.

CHAPTER TWO LITRATURE REVIEW

2.1. Introduction

This chapter contains theoretical and empirical literature. Theoretical literature deals with concepts of performance management, characteristics of performance management and reason for conducting performance management. Also it describes performance management process, measures of performance management, performance management Vs performance appraisal and basic factors for successful implementation of the performance management system. Finally related empirical finding were presented.

2.2. Theoretical Literature Review

2.2.1. Definition of Performance Management

Armstrong and Baron (1998) define Performance management as a strategic and integrated approach to delivering sustained success to organizations by improving the performance of the people who work in team and by developing the capabilities of teams and individual contributors. Organization is responsible to enhance team and individual capacities so that it can achieve its objectives. Armstrong & Baron (2005) state that performance management is a natural process of management contributes to the effective management of individuals and teams to achieve high levels of organizational performance. As such, it establishes shared understanding about what is to be achieved and an approach to leading and developing people which will ensure that it is achieved.

Robins (2007) defined performance management as an approach to creating a shared vision of the purpose and aims of the organization, helping each individual employee understand and recognize their part in contributing, to them, and in so doing manage and enhance the performance of both individuals and the organization. This view emphasizes that there has to be organization, team and individual agreement on goals. Performance management is the process of directing and supporting employees to work as effectively and efficiently as possible in line with the needs of the organization. It refers that aligning human resource with that of the organizational objectives (Walters M., 1995).

According to Lockett (2002), Performance management is the involvements of individuals with competence and commitment, working towards the achievement of shared meaningful objectives within an organization which supports and encourages their achievement. Also it helps to promote a sense of shared expectations among all employees and contribute to achieve higher organizational performances.

Performance management is based on an established measurement system consisting of tools, indicators and procedures that have been chosen and are best suited to concrete situations and specific characteristics of concrete organization. Furthermore, performance management, at the focus of modern management and organization research theory and practice, mainly is oriented at employees as pillars in creating new value in the form of goods and/or services in the organization (Peters, Waterman, 1982).

According to Armstrong, (2009) Performance Management is a means of getting better results by understanding and managing performance within an agreed framework of planned goals, standards and competency requirements.

Performance management is defined as a systematic process aimed at enhancing human performance within the organization by providing training, development and promotion and creating participative environment (Warren, 1982).

Performance management is the set of interconnected practices which ensure that a person's overall capabilities and potential are appraised, so that relevant goals can be set for work and development and, through assessment, data on work behavior and performance can be collected and reviewed. (Bratton and Gold, 2007).

2.2.2. Characteristics of Performance Management

Performance management is planned process whose five primary elements are agreement, measurement, feedback, positive reinforcement and dialogue. It deals with measuring outcomes in the form of performance against expectations. It is characterized by setting for ongoing dialogues about performance. It is continuous and flexible process that involves managers and those whom they manage acting as partners within a framework. It relies on consensus and cooperation rather than control or coercion. Performance management focuses on future

performance planning and improvement and personal development. It enhances teams and individual capacities (Armstrong, 2009).

2.2.3. Why Implement a Performance Management?

The purpose of PM differs from organization to organization depending on the objective to be achieved. However, Aguinis H.,(2009) explained the following six purposes of performance management.

Strategic: It is the process of aligning organization's goals with individual goals so that it can successfully attain its goals. Performance management is most useful when it aligns individual objectives with business goals and helps individuals to understand the contribution they are making and how their role fits into overall strategic business objectives.

Administrative: It helps managers as a source of information for making sound decisions about employees, including salary adjustments, promotions, employee retention or termination, recognition of superior performance, identification of poor performers, layoffs, and merit increases.

Communication: It provides full information for employees how well they are doing, to receive information on specific areas that may need improvement, and to learn about the organization's and the supervisor's expectations and what aspects of work the supervisor believes are most important. Performance management promotes openness, transparent and smooth flow of information among employees. Communication also plays an important role in the review or feedback meeting.

Developmental: It provides feedback that help managers to train employees and help them to improve their performance in continuous basis. Therefore, performance management helps to increase higher productivity, improve work quality, increased motivation and commitment and higher moral by providing different training for employees.

Organizational maintenance: performance management plays a great role in providing information 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.

Documentation: Performance management helps to maintain documents mainly for legal issues. It provides data that can be used to review the critical accuracy of newly projected selection instruments. Generally the above mentioned purpose of performance management helps both

employees and managers to perform their activities as intended in line with organizations mission, strategic objectives and goals. Therefore it makes both employees and organization fruitful.

2.2.4. Performance Management Process

Performance management can at best be seen as a process that supports the achievement of business strategy through the integration of corporate, functional, departmental, team and individual objectives. Within this process, the organization establishes an environment that allows for clear communication of its mission and goals to employees and in which they are also encouraged to contribute to the formulation of these objectives (Armstrong and Murlis, 1994).

A performance management system is a set of interrelated activities and processes that are treated holistically as an integrated and key component of an organization's approach to managing performance through people and developing the skills and capabilities of its human capital, thus enhancing organizational capability and the achievement of sustained competitive advantage. However, when a system is first implemented, the process follows the following stages (Aguinis, 2009):

Stage 1. Pre-requisites

Prior to implement performance management system every employees of the organization is expected to know the organization's vision, mission and strategic goals. If there is a lack of clarity regarding where the organization wants to go, or the relationship between the organization's mission and strategies and each of its unit ' s mission and strategies is not clear, there will be a lack of clarity regarding what each employee needs to do and achieve to help the organization get there.

Stage 2: Performance Planning

In performance planning stage employees should have clear knowledge of the performance management system. The supervisor and the employee should reach on consensus on what needs to be done and how it should be done.

Stage 3: Performance Execution

It is the process of implementing performance management. Employees endeavor to produce the results and display the behaviors agreed on as well as to work on development needs. The employee has primary responsibility to participate in performance execution stage and provide

input in the development of the job descriptions, performance standards, and the creation of the rating form.

Stage 4: Performance Assessment

At this stage, actual performance is compared with the desired performance or performance standards. Comparison reveals deviations in the performance of the employees from set standards. This comparison can show actual performance being more than the desired performance or, actual performance being less than the desired performance. Information can be gathered from peers, supervisor, observation, document analysis, interview and the like. It includes recalling, evaluating and analysis of data related to the employees' performance. When both the employee and the supervisor are active participants in the evaluation processes, there is a greater likelihood that the information will be used productively in the future.

Stage 5: Performance Review

The performance review stage involves discussion between the employee and the manager to evaluate their assessments. The appraisal meeting is important because it provides a formal setting in which the employee receives feedback on his or her performance. The purpose of a meeting should be to solve the problems faced and motivate the employees to perform better.

Stage 6: Performance Renewal and Recontracting

It is the process of revising performance management based on insights and information gained from the other phases.

2.2.5. Measures in Performance Management

Measurement is an important concept in performance management. It is the basis for providing and generating feedback, it identifies where things are going well to provide the foundations for building further success, and it indicates where things are not going so well, so that corrective action can be taken. Employee's performance depends on the effective performance management system. Employee must have knowledge about their job what they must have to perform in order to fulfill its job target. In organization, the developed performance elements tell what the employees really have to perform and the performance standards tells the employees that how effectively they must have to perform. The performance elements are the indicators which can vary from organization to organization; it can be productivity, effectiveness and objectivity.

While the standards include certain objectives that employees must achieve, Performance standards and elements should be calculated, attainable, fair and challenging (Armstrong, 2009).

2.2.6. Performance Appraisal and Performance Management

It is sometimes assumed that performance appraisal is the same thing as performance management. But there are significant differences. Performance appraisal can be defined as the formal assessment and rating of individuals by their managers at, usually, an annual review meeting. In contrast, performance management is a continuous and much wider, more comprehensive and more natural process of management that clarifies mutual expectations, emphasizes the support role of managers who are expected to act as coaches rather than judges, and focuses on the future. Performance appraisal has been discredited because too often it has been operated as a top-down and largely bureaucratic system owned by the HR department rather than by line managers. Performance appraisal tended to be backward looking, concentrating on what had gone wrong, rather than looking forward to future development needs. Performance appraisal schemes existed in isolation. Line managers have frequently rejected performance appraisal schemes as being time-consuming and irrelevant. Employees have resented the superficial nature with which appraisals have been conducted by managers who lack the skills required, tend to be biased and are simply going through the motions. Performance appraisal is often linked to pay whereas PM less likely to be direct link with pay. Again performance appraisal focus on quantified objective but Performance management Focus on values and behaviors as well as objectives (Armstrong and Baron, 2004).

2.2.7. Basic Factors for Successful Implementation of the Performance Management

2.2.7.1. Change Management

According to Armstrong (2009) Change management is defined as the process of achieving the smooth implementation of change by planning and introducing it systematically, taking into account the likelihood of it being resisted.

2.2.7.2. Alignment of Strategic plan with all other Management Systems

According to Armstrong (2006) one of the most fundamental purposes of performance management is to align individual and organizational objectives. This means that everything people do at work leads to outcomes that further the achievement of organizational goals.

Alignment can be attained by a cascading process so that objectives flow down from the top and at each level team or individual objectives are defined in the light of higher-level goals. But it should also be a bottom-up process, individuals and teams being given the opportunity to formulate their own goals within the framework provided by the defined overall purpose, strategy and values of the organization.

The strategic plan is a statement of overall aims and objectives and the business plan is the map of how to get there, how to achieve those aims and objectives and a performance management system links the organization and individual by developing a purposeful result oriented direction, which sets organizational objectives and individual objectives (Johnson and Scholes, 1997).

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

Dessler (1998) pointed out that implementation of strategic plan requires several things among them strategic 'fit' between the strategy and the organizational functional activities (horizontal integration), leveraging the firms core competencies and the top management commitment are required to implement the plan are the basic factors. He says the quality of leadership will ultimately determine whether the strategy succeeds or fail.

2.2.7.3. Organizational Culture and Leadership

Organizational culture has been defined as patterns of shared values and beliefs over time which produces behavioral norms that are adopted in solving problems. The role of organizational culture and leadership is significant to solve problems systematically in any conditions (Owens, 1987)

Fundamentally, performance management systems are manifestations of and powerful mechanisms for supporting the organization's work culture. Therefore, any discussion of performance management system would be incomplete before exploring the meaning/context of culture, and its impacts on performance management system enabling one to suggest the type of culture that supports identification and development of an appropriate culture to an organization. Culture management will involve influencing behavior, attitudes and beliefs through process (Blunt and Jones, 1992). And changing attitude is up to individuals as long as they accept that

their attitude needs to be changed. The challenge for managers is that people will not change their attitudes simply because they are told to do so. They can only be helped through counseling approach to understand that certain changes to their behavior could be beneficial not only to the organization but also to themselves (Armstrong 1996).

Armstrong and Baron (2002) stated that when culture matches as there is no one best way would contribute much for high performance, quality, involvement, openness, ease of communication and mutual trust that will serve as leverage for change if management is ready to subscribe and act.

2.2.7.4. Training and Creating Learning Organization

Implementation training is vital to introduce the new PMS. Moreover, to keep the system dynamic PMS needs learning and growth. Performance management aims to enhance learning from experience learning by doing. This means learning from the problems, challenges and successes inherent in people's day to day activities. Day to day contacts provides training as well as learning opportunities, and performance management emphasizes that these should be deliberate acts. In other words, the requirement is that managers, with their teams and the individual members of their team, should consciously agree on the lessons learnt from experience and how this experience could be put to good use in the future (Armstrong 1996).

2.2.7.5. Rewarding Good Performance

Reward helps to attract and retain the high quality people the organization needs. It provides motivation for people and obtains their engagement and commitment, besides it develops a high-performance culture. Reward provides the right things to convey the right message about what is important in terms of behaviors and outcomes. (Greer, 2001)

Since work groups are part of the larger organizational system, employee's behavior will be influenced by how the organization evaluates performance and what behaviors are rewarded (Robbins, 1996).

2.2.7.6. Flexibility and Simplicity

Performance management system should operate flexibly to meet different circumstances of the organization, and have to be accepted by all staff as a natural component of good management and work practice, transparent and operate fairly and equitably (Armstrong and Baron, 2002).

Moreover, for a system to be easily implemented and to produce the intended result it has to be clear, simple, and requires the necessary skills for effective and efficient implementation of the system.

2.2.7.7. Communication

To alleviate misconceptions and to ensure that the benefits and implementation of PMS are well understood, organizations should communicate contentiously until all employees are aware of and become part of the implementation process.

2.2.7.8. Resource

A sound performance management program must be availed with adequate resources like procedures; information management and all other tools required performing the task up to standard.

2.2.7.9. Involvement of All Staff

As an inclusive element the PMS should involve all staff to ensure ownership of the system and enhance commitment of individuals to facilitate the implementation process. Moreover commitment of staff will enhance organizational capacity by minimizing inefficient and ineffective processes (Armstrong and Baron 2002).

2.2.7.10. Shared Understanding of Vision, Mission, Objectives and Staff Commitment:

Managers are required to ensure that there is a shared understanding of vision, mission, values, and strategic objectives or the organization. In addition the PMS should obtain the necessary commitment from all staff, which will determine the degree of its success.

2.2.8. Performance Management in practice

Performance management is an excellent method of assisting the organization in delivering on its strategic objectives. It does this by ensuring that individuals, teams and ultimately the organization know what they should be doing, how they should be doing it and take responsibility for what they need to achieve. It is also, however, about placing the emphasis on managing, supporting and developing staff at all elves within the organization. An integral part of the Performance Management Program is the need to monitor performance, reward staff that perform well, and challenge those who do not, (<http://www.lgemployers.gov.uk/people/performance/index.html>).

2.2.9. Performance Management Best Practices

2.2.9.1. Including Developmental Plans for the Future

Feedback alone won't get people to where they need to be. The performance management system should ensure that a development goal (preferably one) is identified for each individual, and a forward looking action plan is documented for how to get there. This may not come naturally for managers, many of whom are more accustomed to providing feedback on the past during an evaluation versus focusing on the future.

Providing Training to Managers

Great managers are able to realize the potential and achieve excellent performance from their staff because; they focus on each person's strengths and manage around their weaknesses.

They don't try to perfect each person. Instead these managers help each person become more of who he/she already is, they constantly look for and work with each person's set of unique talents, pattern of behaviors and passions. Great managers strive to sculpt each employee's job in way that ensures that they are working on things that come naturally to them. They know that persistence directed at a non talent is self-destructive. The key skills which are required to achieve the above throughout the performance management cycle can be summarized as: Goal setting, giving feedback, listening & conflict resolution skill, coaching skills, career management skills, holding performance appraisals. All of these skills can be gained through training. Instead of focusing training on how to use the appraisal process, make the process simple and self documenting (i.e. by putting instruction right into the forms), and instead focus training on the above for best results.

2.2.9.2. Resolving Poor Performance

The best weapon in resolving poor performance is ensuring that managers provide regular and constructive feedback, and hold conversations about goals and careers. This is always the place to start when there is a poor performance problem, and once again relates back to manager skills and training. In many, if not most cases, a well trained manager will be able to rectify the situation just by providing the right support.

2.2.9.3. Getting Beyond the Judgment of Managers

The judgment of the manager in evaluating performance is very often the reason for stress and negativity surrounding the performance management process. One should keep in mind that the manager only has one view of an employee. Others may experience something different. Here

are some steps that can be taken to mitigate this problem: Ensure that performance targets are measurable and well worded. The SMART method (Specific, Measureable, Attainable, Relevant, and Time-bound) is typically used; ensure that before a manager evaluates an employee, that they practice some “walk-around” evaluations. They should talk to the employee’s teammates, internal & external clients and others that the employee works with to develop a full picture, consider using 360-feedback. This formalizes the gathering of information from multiple perspectives, and greatly mitigates any biases in the judgment of the manager. To work well the process needs to be short, and should be done online, confidentially. Consider using a talent review process to evaluate employees, particularly those in management.

2.2.9.4. Making It Consistent Across the Organization

Consistency matters. Any senior leader that does not endorse the performance management system will tend to result in an entire department that does not endorse it. Here are some things that will help with consistency:

1. Start at the top. The CEO must model the way with his/her direct reports.

Furthermore, he/she must hold them accountable to endorse the performance management system with respect to managing their reports. If training is provided to managers on how to give feedback, coach, etc, the senior team should attend too.

2. Too often performance evaluations degenerate into arguments about ratings. Don’t expect managers to consistently apply the difference between “good”, “very good” and “outstanding” they won’t, no matter how well you document it.

2.2.9.5. Ensuring That Feedback Happens Regularly

The once a year review, while good for evaluation, is unlikely to improve performance in any meaningful way. Feedback has to be far more regular for people to break old habits and learn new behaviors. There are a few things that can be done to ensure that feedback happens regularly. Institutionalize quarterly or mid-year reviews. If you do this, provide an abbreviated procedure so that reviews are not perceived as time consuming.

2.2.9.6. Using 360 Reviews to Support the Performance Evaluation Process

360-feedback is not a replacement for the essential manager employee conversations. However it does add a powerful element of objectivity to the process that makes employees better understand their strengths and blind spots. The best practices for implementing 360-feedback are, ensure that the organization is ready, make the purpose clear, start at the top, select the right tool,

ensure confidentiality, give participants input into reviewer selection, eliminate destructive Feedback and etc

2.2.9.7. Including Ongoing Goal Review and Feedback

Too many performance management systems make the incorrect assumption that relevant goals can be set once a year and measured 12 months later. The reality is that the business environment is fluid. Goals that were relevant 3 months ago become less important, while other goals become more important over time. If the system does not account for this reality, disappointment results when employees have done a great job but not met their original goals, or they have met their original goals but more important things were allowed to slip. The performance management process should ensure that goals are continuously reviewed and updated. This can be ensured by institutionalizing quarterly or mid-year reviews, and by making sure that the process included goal review.

2.3. Empirical Literature Review

There were extensive empirical studies in relation to performance management system. Therefore, in this section the most selected and related empirical finding of related literatures were presented.

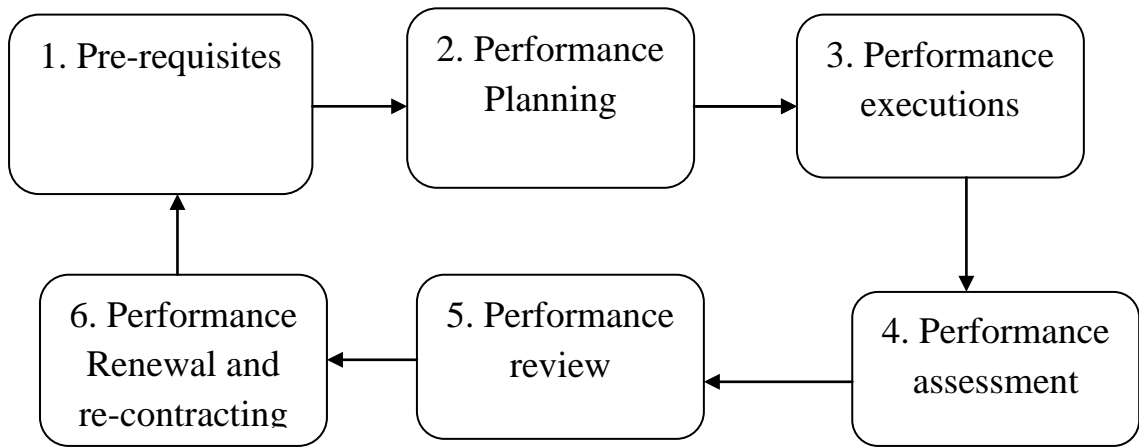
S. Machingambi, C. Maphosa, A. Ndofirepi, E. Mutekwe and N. Wadesango (2013) conducted an empirical study on Perceived Challenges of Implementing the Performance Management System in Zimbabwe high schools. The study found that lack of training on performance management (PM), abuse of the system by school heads, failure by school management to provide staff development programs, lack of meaningful reward as well as shortage of resources were the major obstacles affecting the implementation of performance management system.

The study conducted by Hassan Danial Aslam (2010) on improving performance management practices in IT firms of Pakistan indicted that the organization needs to remind itself the crucial role of HR in employee's performance evaluation and development. The result of the research findings shown that there is high level of discomfort, job dissatisfaction or motivation is creating rigid gap between employees and management which is speedily leading the company towards performance decline.

Mark J. Hooper and David Newlands (2009) carried out study on performance management: survey evidence of appraisal and evaluation from Libyan corporations revealed that the system did not identify their work strengths and weaknesses besides it considered that their system is not a proper tool for promotion and training. The current performance appraisal of the organization characterized by bias, which negatively influenced employee's performance and it did not clarify how they can improve their performance. Again the study indicated that no effective feedback on their performance and lack of common implementation i.e. It showed that there were no smooth relationship between employees and management. Its working environment is a significant factor inducing low performance and assures that stressful responsibilities, conflicts, working overtime without allowances, limited resources and company rules and regulations negatively affected their performance. Similarly the study stated that they had never received any kind of formal training.

M. Khasro Miah and Chowdhury Golam Hossan (2012) have conducted an empirical study on performance management system in UK retail industry found that implementation of performance management system is different what it is supposed to be. The top level management acknowledges that they are not good in implementing their employee performance management system and most of their line managers are not trained enough to conduct the employee performance review. There is no performance management committee and no formal procedures for performance appraisal.

Figure 1 – Conceptual Frame of the Study



Source: Conceptual frame of the study adopted from (Aguinis 2009)

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter includes research design, sources of data and data collection techniques, sample and sampling techniques and methods of data analysis.

3.2. Research Design

The researcher conducted cross-sectional, since data were collected on current performance management practices of the university. According to Y.K Singh (2006), research design is essentially a statement of the object of the inquiry and the strategies for collecting the evidences, analyzing the evidences and reporting the findings. The researcher believes that the collected data need to the best describes the practice of performance management system accurately. This depends up on the type of research design to be selected. In order to capture the logical structure of the study, the researcher used descriptive research design. The description employed both quantitative and qualitative in nature. This research design is important because it intends to gain immediate knowledge and information on PM practices of the University. Therefore, the research design is appropriate for this study, as it explore all the necessary information in regard to the research objectives.

3.3. Sources of Data and Data Collection Techniques

The main sources of the data were from both primary and secondary. The primary sources of data were gathered through questionnaire from Ambo University's permanent staffs. The questionnaires were contain Likert five scale point ratings.

The reason for the selection of questionnaire is that it helps in procuring extensive data at reasonable cost. It can be used economically to collect data form a large number of persons; and to cover wide geographical areas. Also it is best to get response in a relatively short time.

Besides, semi structured interview was administrated to human resource management and other employees to enhance the reliability of information. It is widely used method of securing information. It also used to gather objective facts or subjective data such used as a means of checking the reliability of data collected by other means such as questionnaire. Generally the

reason for the selection of interview is flexible method of gathering information, the nature of questions to be asked and the techniques of questioning can be easily adjusted to suit the circumstances of each case; it gives a firsthand mental perception of facts and opinions which often throw much light on the reliability of answers given to questions. Misunderstanding can be cleared up through personal conversation so that the replies given are more accurate & it can be conducted in an informal manner and is often helpful in providing information which cannot be formally obtained.

3.4. Sampling Techniques and Sample Size

The study used both stratified and purposive sampling techniques. The population of the study is staffs who attained at least one year of services in the University. The study was not include contract employees. Stratified sampling is the most widely used techniques which enable to get more representative sample from wide geographical areas. Stratification leads to reduced sampling error because it can ensure that all relevant portions of the population are included in the sample. Stratification is easy to do, and it should be used whenever possible for optimal coverage purposes.

It was impossible to collect data on the whole population, considering the size, as well as the time available to the researcher. Thus, to avert such constraint the researcher forced to draw sample from the whole population. According to Field (2005), whenever it is possible to access the entire population, it is possible to collect data from sample and use the behavior within the sample to infer things about the behavior of the population. Field also states that the bigger the sample size, the likely it reflect the whole population. Accordingly, in this study to make the sample more representatives, the sample size of the study is determined using the formula adopted from kreijcie and Morgan's (1970). Thus, the formula used to calculate the sample size is

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

Where N= is the total population

n= is the sample from the population

e= is the error term, which is 5% (i.e. at 95% confidence interval)

Using the above formula the simple size of the study was determined as

$$n = \frac{1311}{1 + 1311(0.05)^2} = 306$$

Therefore, based on the above formula, the sample size taken from each stratum is depicted in Table 3.1 below, which is 265 respondents from Main and Awaro campus and 41 respondents from Woliso campus. Thus, the total sample size of the study was 306, which is 23.3% of the total population ($306/1311 = .233$).

Table 3.1. Stratified Random Sampling Design form

No	Type of strata	Total populations	Sample size (23.3% of population)
1	Main and Awaro campus	1135	265
2	Woliso campus	176	41
Total		1311	306

Source: own

Out of 306 questionnaires distributed, 274 questionnaires were returned with full information, the remaining 32 were not returned. And finally data collected from 274 respondents were analyzed. To select respondents from each stratum purposive sampling design was employed. Also purposive sampling was used to conduct interview with two interviewees from human resource management and two from other employees, because it is moderate cost, easily understood and sample will meet a specific objective.

3.5. Method of Data Analysis and Presentation

It is unquestionable that after the collection of data there must be analysis, interpretation and presentation in order to give recommendation to the problem. For the purpose of this study both qualitative and quantitative data were analyzed accordingly. Qualitative data was started during and after data collection, which help rearranging and analyzing these data systematically and rigorously. Data were presented in the form of statement. Mainly for quantitative data descriptive statistics were used to summarize data by using Statistical Package for the Social Sciences, (SPSS) soft ware. Comparison was made depending on the respondent's response. For each question values were given based on the response of respondent out of hundred.

Generally the results of analysis were interpreted carefully depending up on the percentage to reveals the performance management practice of the University. Depending up on the response of respondent’s suggestion and recommendation were forwarded on performance management practices of Ambo University.

3.6. Reliability and Validity of the Study

Validity concerns the degree to which a question measures what it was intended to measure. To assure the validity of the study, questionnaires were developed on the basis of previous studies and review of related literature. Bless and Higson (2000) highlighted that ‘reliability is concerned with the consistency of measures’.

Table 3.2. Crobch’s Alpha Test Resulted from SPSS

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	274	100.0
	Excluded ^a	0	.0
	Total	274	100.0

Weighted by the variable Q 29

Reliability Statistics

Cronbach's Alpha	N of Items
.867	29

As shown in the above table, the reliability of the scale was determined by Crobch’s alpha method. According to Bryman and Bell (2003) the Crobch’s alpha result of 0.7 and above implies acceptable level of internal reliability. Therefore,the result indicated that the questionnaires of the study were internally consistent by 86.7 percent.

3.7. Ethics of the Study

Objectives and expected advantage of the study was informed to the respondents prior to the collection of the data. Secret or confidentiality of each respondent and concerned body was not exposed to other parties. Full data were collected formally from respondents and concerned bodies. Formal letter was provided for legality of the study. The researcher was coping up with different behavior of respondents like culture, religious, belief, and norms. No payment for respondent for the purpose of collection of data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. Introduction

This chapter deals with the analysis and discussion of the information obtained from the questionnaires and interviews.

4.2. Response Rate

As shown in Table 3.1. below, out of 306 questionnaires distributed to the two sampled strata, 283 responses were returned. From the total returned responses, 9 of them were incomplete. Thus, only the 274 complete responses are employed in the analysis, which represents the response rate of 89.54 percent ($274/306=.895$).

Table 4.1. Response Rate of Respondents

No	Strata	Sample size	Response			Response rate
			Returned	completed	Incomplete	
1	Main and Awaro campus	265	252	246	4	91.44
2	Woliso campus	41	31	28	3	68.29
Total		306	283	274	7	89.54

Source: Survey questionnaire

4.3. Demographic Characteristics of Respondents

The first part of the questionnaire consists of the demographic information of the participants. This part of the questionnaire requested a limited amount of information related to personal and professional characteristics of respondents. Accordingly, the following variables about the respondents were summarized and described in Table 4.2. These variables include age, gender, educational level, current position and work experience of respondents.

Table 4.2. Demographics Characteristics of Respondents

No	Item	Variables	Frequency	Percent
1	Age of Respondents	18-25 Years	82	30
		26-35 Years	135	49
		36-45 Years	50	18
		Above 45 Years	7	3
		Total	274	100
2	Gender	Male	103	38
		Female	171	62
		Total	274	100
3	Educational Level	Grade 10 complete	11	4
		Grade 12 complete	17	6
		Certificate	37	13
		Diploma	84	31
		BA/BSc	125	46
		MA/MSc	-	-
		PHD	-	-
		Total	274	100
4	Position	Management	48	18
		Professional/Technical/specialist	58	21
		Administrative	114	42
		Others	54	19
		Total	274	100
5	Work Experience	1-3 Years	62	23
		4-6 Years	131	48
		7-9 Years	70	25
		Above 9 Years	11	4
		Total	274	100

Source: Survey questionnaire

Out of 274 (100%) respondents, 82(30) percent of respondents were the age group of 18-25 years. 135(49) percent of respondents were between the age group of 26-35 years. The rest 50(18) and 7(3) percent were between the age of 36-45 years and above 45 years respectively. Therefore, it is possible to generalize that almost half of permanent employees of the University are between the age group of 26-35 years.

With regard to gender of respondents 103(38) percent were males where as the rest 171(62) percent were females. This implies that majority of permanent administrative employees of Ambo University are female.

Concerning educational level of the respondents, 125(46) percent of respondents were bachelor degree holders. 84 (31), 37(13), 17(6), and 11(4) percent of respondents were diploma, certificate, grade 12 complete and grade 10 complete respectively. The obtained data also reveals that no MA/MSc and PhD holder among the respondents. Depending on respondents' response, one can conclude that most employees of Ambo University were qualified at first degree level followed by diploma holders and certificate graduate respectively. This implies that the University has more qualified human resource that can contribute for the development of the University.

With regard to positions of respondents shown in the above table, majority of respondents are administrative followed by professional/technical/specialist, others and management staffs which represents 114(42%), 58(21%), 54(19) and 48(17%) respectively. From this it can be inferred that most of permanent employees of Ambo University are administrative staffs.

With regard to work experience of respondents, 62(22.6), 131(47.8), 70(25.5) and 11(4.0) percent of respondents have one to three years, four to six years, seven to nine years and above nine years work experiences respectively. Therefore, majority of respondents have four to six years work experiences. On the other hand a few percent of employees were above nine years work experiences. This implies that employees may not stay in the University for long years.

4.4. Knowledge of Respondents on Performance Management Practice

According to Aguinis, (2009) there are two important prerequisites that are needed before a performance management is implemented, the first is knowledge of the organization’s mission and strategic goals and the second is knowledge of the job in question. The researcher assessed whether administrative staff of Ambo University know the overall mission, goals and objectives as one of performance pre requisite. Besides, respondents were asked whether they know the job they are working clearly. Accordingly the following findings were concluded based on the findings from sample survey

Table 4.3. Knowledge of Respondent’s on University’s Mission, Strategic Goals and Objectives in relation to performance practices

No	Item	Rating						Total
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree		
1	I understanding of University’s mission, strategy and objectives.	Count	26	52	19	133	44	274
		%	9	19	7	49	16	100
2	Management regularly communicates in concise manner the University’s mission, and objectives throughout the organization.	Count	40	114	27	83	10	274
		%	15	42	10	30	4	100

Source: Survey questionnaire

Concerning knowledge of respondents on performance management practices indicated in the above Table 4.3., 64.6 percent of respondents were in the agreement level (48.5 percent agree and 16.1 strongly agree) that they are clear with University’s mission, strategy and objectives.

The remaining 26(9.5), 52(19.0), and 19(6.9) percent of respondents replied “strongly disagree”, “disagree” and “undecided” respectively. From this it can be summarized that more than half of the respondents have a clear knowledge about the University’s mission, strategies and objectives. This can be a great value for the University to attain its objectives smoothly.

As shown in the same table above, more number of respondents 114(41.6) and 40(14.6) percent indicated that they were disagreed and strongly disagreed respectively for the statement “Management regularly communicates in concise manner the University’s mission, and objectives throughout the organization”. Whereas the rest 27(9.9), 83(30.3) and 10(3.6) percent of respondents were responded “undecided”, “agree” and “strongly agree” respectively. From this it can be conclude that management of the University do not regularly communicates in clear manner about the University’s mission, and objectives throughout the organization. Even though it is the responsibilities of all employees to know their organization’s mission and objective, management is more responsible to aware and communicates the rest of employees to have depth knowledge of their organization’s mission and objectives.

Table 4.4. Commitment, Duties and Responsibilities of Respondents

No	Item	Rating						Total
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree		
1	Commitment of respondents to the organization's vision, mission, strategic goals and objectives	Count	13	59	80	110	12	274
		%	5	22	29	40	4	100
2	Relation of each job to the overall University's mission	Count	13	90	18	148	5	274
		%	5	32	7	54	2	100

3	Respondents view on their duties and responsibilities assigned to them	Count	18	85	41	118	12	274
		%	7	31	15	43	4	100

Source: Survey questionnaire

As summarized in the above Table 4.4., concerning commitment of respondents to the University’s vision, mission, strategic goals and objectives, 72(27%) of respondents were disagree and strongly disagree whereas 122(44%) of them were in agreement level (40% agree and 4% strongly agree) . The rest 80(29%) of respondents remain undecided. This indicates that majority of the permanent staff of the University were committed to the University’s vision, mission, strategic goals and objectives.

As shown in the same table above with regard to relation of each job to the overall University's mission 103(37%) of respondents were responded that disagree and strongly disagree where as 153(56%) of them were agree and strongly agree the rest 18(7%) of respondents remain undecided. Therefore, more than half of respondents were agreed concerning the relation of each job with that of the overall University's mission. This indicated that majority of permanent staff of the University have clear understanding of how each jobs related to the overall University's mission.

Concerning respondents duties and responsibilities assigned to them, taken together, 103(38%) of respondents were strongly disagree and disagree. In sum, 130(47%) of respondents were agree and strongly agree whereas the rest 41 (15 %) of the respondents were remain undecided.

Table 4.5. Understanding of Respondents on Performance Management

No	Item		Rating					Total
			Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
1	Respondents views on clear understanding of performance management processes	Count	24	140	42	63	5	274
		%	9	51	15	23	2	100.0
2	Role of supervisors in guiding and assisting employees on the PM practices.	Count	24	108	85	42	15	274
		%	9	39	31	15	6	100.0
3	Induction and training given on performance management practices	Count	21	171	19	59	4	274
		%	8	62	7	22	1	274

Source: Survey questionnaire

Based on the above Table 4.5., 60 % of respondents were in disagreement level and in opposite way 25 % of respondents were agreed with clear understanding of performance management processes. The rest 15 % of respondents were remains undecided. Therefore, most of respondents have no clearly understanding of performance management processes.

As shown in the same table above, with regard to the role of supervisor to make PM easy for employees and provide assistance when needed, 48 % of the respondents were in the disagreement level (9 % strongly disagree and 39% disagree). On the other hand 57(21%) of respondents responded agree and strongly agree and the remaining 85(31%) responded that undecided whether their supervisor makes easy to understand performance management and provide assistance to them when needed. From this one can generalize that nearly half of total respondents disagreed in the statement i.e. supervisors were not make performance management easy to understand by employees and were not provide necessary assistance as intended. This

indicated that there is a gap between supervisors and their subordinates. Again from this two things can be assumed the first one is supervisors may have no enough knowledge of PM practices and the other one is supervisor themselves had no interest to teach, guide and provide assistance for their subordinate when needed. As a result employees may not know what to be achieved and have no enough confidence for their performances since they were not provided with necessary assistances from their supervisors. This may have a great impact on the performance of the University.

Concerning induction and training given on PM practices, most of the respondents 70 % were in disagreement level (62% disagree and 8% strongly disagree). On the other hand 63(23%) of respondents were agree and strongly agree. The rest few number 19 (7%) of them were remain undecided. From this it can be inferred that no induction or training given for employees on PM.

4.5. Involvement of Employees in Performance Planning Processes

Performance planning is the stage at which performance planning is executed. At this stage the objectives of performance management should be clarified to employees and managers. It is the stage at which managers and employees meet to discuss, and agree on, what needs to be done and how it should be done. Therefore, the involvement of employees contributes for the attainment of the system smoothly.

Table 4.6. Participation of Respondents in Performance Planning Processes

			Participation of Respondents in performance planning processes					
			Strongly disagree	Disagree	Undecided	Agree	Strongly Agree	Total
Current Position of Respondents	Management	Count	2	5	7	31	3	48
		%	4	10	15	65	6	100
	Professional/ Technical/ Specialist	Count	1	20	4	29	4	58
		%	2	34	7	50	7	100
	Administrative	Count	6	28	11	57	12	114
		%	5	24	10	50	11	100
	Others	Count	8	6	4	28	8	54
		%	15	11	7	52	15	100
	Total	Count	17	59	26	145	27	274
		%	6	22	9	53	10	100

Source: Survey questionnaire

As shown in the above Table 4.6., concerning participation of respondents in performance planning processes, majority of management were agreed and strongly agreed that they were take part in performance planning processes which represents 34(71%). Whereas the rest few number 7(14%) of respondents responded strongly disagree and disagree and 7(15%) of them remain undecided in participation of performance planning processes.

With regard to participation of professional/technical/specialist employees in performance planning processes, in sum 57% of them were in disagreement level (50% agree and 7% strongly agree). On the other hand (36%) of them were disagreed. The rest 7% remain undecided in participation of performance planning. Therefore, it is realized that professional/technical/specialist employees were participated in performance planning processes.

Majority of administrative staff agreed and strongly agreed in participation of performance planning processes which accounts 61% where as 29% of administrative respondents were disagree and strongly disagree. The remaining 10% remain undecided.

Concerning others staff, 67% of them were agree and strongly agree in participation of performance planning processes, on the other hand 26% of other staffs were in disagreement level. The rest insignificant portions 7% of them were undecided. Therefore, based on the obtained data it can be generalized that permanent staffs of Ambo University were take part in performance planning processes from all positions.

Table 4.7. Initiation and Satisfaction Respondents in PM Practices

No	Item	Rating						Total
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree		
1	The PM practices of the University create a participative environment.	Count	25	169	16	57	7	274
		%	9	62	6	21	3	100
2	Initiation and satisfaction of respondents with PM Practices of the University.	Count	9	177	32	53	3	274
		%	3	65	12	19	1	100

Source: Survey questionnaire

As it is shown in the above Table 4.7., concerning the PM practices of Ambo University creates a participative environment, 164(71%) of respondents in disagreement level on the other hand 64(42%) of them in agreement level. The remaining insignificant portion 16(6%) of respondents remain undecided. From this it can be generalized that majority of respondents in disagreement level whether the PM practices of the University creates a participative environment for employees.

On the same table with regard to initiation and satisfaction of respondents with PM practices of the University, most of respondents disagree and strongly disagree which accounts 186 (68%). The remaining 85(31%) of respondents were agree and strongly agree. 32(12%) of respondents remains undecided, Therefore, it is possible to conclude that most of employees are not initiated and satisfied with PM practices of the University.

4.6. Analysis of Respondents View Concerning Performance Assessment

In the assessment phase, both the employee and the manager are responsible for evaluating the extent to which the desired behaviors have been displayed, and whether the desired results have been achieved. The involvement of both parties in the assessment provides good information to be used in the review phase. When both the employee and the supervisor are active participants in the evaluation process, there is a greater likelihood that the information will be used productively in the future.

Table 4.8. Views of Respondents on Performance Assessment in PM Practices

No	Item		Rating					Total
			Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
1	Formal appraisals are consistently done annually	count	6	25	183	36	24	274
		%	2	9	67	13	9	100
2	The University provides people with good prospects for promotion and advancement	count	49	161	27	31	6	274
		%	18	59	10	11	2	100
3	My performance development needs are continuously assessed as part of normal work and management processes	count	36	186	15	35	2	274
		%	13	68	5	13	1	100

4	All factors facilitating and hindering performances are taken in to consideration while appraising performance	count	20	98	120	32	4	274
		%	7	36	44	12	1	100
5	Discussion of respondents with their appraiser, on their disagreement regarding the appraisal decisions	count	27	173	32	37	5	274
		%	10	63	12	13	2	100

Source: Survey questionnaire

As it is shown in the above Table 4.8., concerning formal appraisals are consistently done annually, 60(19%) of respondents agree and strongly agree while 21(11%) of respondents in the disagreement level. The rest 183(67%) of respondents responded that as they are undecided. When asked how frequently performance evaluations conducted for employees, the result of interview realized that, there was no performance evaluations conducted in the University since 2003 E.C. But before 2003 E.C performance evaluations conducted annually. Therefore, now a day no performance evaluation conducted for permanent staffs at Ambo University.

With regard to employees of the University provided with good prospects for promotion and advancement, majority of them disagreed and strongly disagreed, which accounts 210(77%). On the other hand 37 (13%) of them were agreed. The rest few numbers 27(10%) of respondents were remain undecided. Based on this information one can generalized that the University does not provide promotion and advancement for employees. Where there is no promotion and advancement for employees the success of the University become under question.

With regard to performance development needs are continuously assessed as part of normal work and management processes, 222(82%) of respondents were in disagreement level (67% disagree, and 13% strongly disagree) and in opposite way 37(14%) of them were in agreement level. The rest insignificant portion 15(5%) remains undecided. From this it can conclude that majority of employee's performance development needs were not continuously assessed as part of normal work and management processes.

Concerning factors facilitating and hindering performances are taken in to consideration while appraising performances, 118(43%) of respondents in disagreement level (7% strongly agree and 36% disagree) where as in opposite way 36(13%) of respondents in agreement level. The rest 120(44%) remains undecided. This implies that almost the same percent of respondents were disagreed and undecided whether factors facilitating and hindering performances are taken in to consideration while appraising performances. Therefore, it is possible to generalize that the University does not take into account factors facilitating and hindering performance during appraisals.

In sum, 73% of respondents were disagreed with regard to discussion with their appraiser on their disagreement regarding appraisal decisions. The remaining 15% were in agreement level and 12% of them remain undecided. This indicates that majority of employees were not feel free to express their idea with their appraiser on issues of disagreement during performance decisions. This shows that there is no smooth relationship between employees and their supervisors.

4.7. Analysis of Respondent's View on Recognition and Feedback

Feedback to individuals on how they are doing is one of the key performance management processes. The performance review stage involves the meeting between the employee and the manager to review their assessments. During this meeting, managers should discuss with employees their ratings, narratives and rationale for the evaluation given. Performance review is important because it provides a formal setting in which the employee receives feedback on his or her performance. It is the stage at which weakness and strength of employees are identified. Besides it is used as bench mark for promotion, advancement and recognition of employees. The researcher summarizes in the next Table 4.10., whether administrative employees of the University were provided with clear and timely feedback on their performances.

Table 4.9. Feedback on Performance Management practices

No	Item	Rating						Total
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree		
1	My manager provides recognition when I exceed expectations.	count	61	144	10	54	5	274
		%	22	53	4	20	2	100
2	My manager provides clear and timely feedback on my performance.	count	35	156	50	29	4	274
		%	13	57	18	11	1	100
3	My institution is open, transparent and communication well.	count	29	139	48	54	4	274
		%	11	51	17	20	1	100
4	My manager knows how I personally liked to be recognized.	count	3	30	20	178	43	274
		%	1	11	7	65	16	100
5	I clearly understand their manager's comments and opinion during the feedback.	count	12	47	126	63	26	274
		%	4	17	46	23	10	100
6	My manager treats me with respect.	Count	6	23	29	180	36	274
		%	2	8	11	66	13	100

Source: Survey questionnaire

As it is shown in the above Table, three fourth of respondents were in disagreement level, their manager provides recognition when they exceed expectations. On the other hand the remaining 59(22%) and 10(4%) of respondents were in agreement level and remain undecided for the stated statement respectively. Thus, majority of respondents realized that their managers were not provided recognition when they exceed the stated standards.

With regard to provision of clear and timely feedback on their performance, in sum 191 (70%) in disagreement level (57 % disagree and 13% strongly disagree). On the other hand 33(12% of them were in agreement level. The rest 50(18%) of respondents were remain undecided. Also the result of interview approved that employees were not received a progressive feedback on their performance. This indicates that more number of employees disagreed in the statement i.e. their managers were not provided clear and timely feedback on their performance.

Concerning openness, transparent, and communication of their institution, majority of respondents in disagreement level that accounts 62 percent (51 percent disagree and 11 percent strongly disagree) where as the rest, 58(21%) of respondents were in agreement level. the rest 48(17%) of respondents remain undecided. Therefore from this it can be generalized that more than half of respondents were disagreed in the statement which implies that there is no openness, transparent and a well communication in their institution. This may create information gap between employees and their managers.

In sum 81% of respondents were agreed that their manager knows how they personally liked to be recognized. On the other hand the remaining few numbers responded 33(12%) of respondents were disagreed. Insignificant portion 20(7%) of them remain undecided. This indicated that their manager knows how they personally liked to be recognized.

Out of total respondents 126(46%) of respondents remain undecided that they understood their managers comment and opinion during feedback whereas 59(21%) of respondents disagreed and strongly disagreed for the statement. On the other hand 89(33%) of respondents were in agreement level. Therefore it can be inferred that more number of respondents remains undecided on issues of clearly understanding of their manager's comments and opinion during the feedback. This indicated that no comments and opinion provided for employees during feedback.

With regard to treatment of employees with respect at Ambo University, 216(79%) of respondents were agreed. On the other hand 29(9%) of respondents were disagreed, and the rest 11% of them remain undecided. Therefore it is possible to say that more than three fourth of respondents agreed that managers of the University treat their employees with respect.

4.8. Purposes of Performance Management

Table 4.10. Purposes of Performance Management Practices

No	Item	Rating						Total
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree		
1	The performance result I received has helped me to improve my performance.	count	6	53	125	75	15	274
		%	2	19	46	27	6	100
2	I can say that Ambo University PM practice aligned staff (individuals) objectives to that of the University's over all objectives.	count	24	63	56	125	6	274
		%	9	23	20	46	2	100
3	University's PM provides me personal development and promotion.	count	65	156	19	30	4	274
		%	24	57	7	11	1	100
4	PM practice of the University is used for training and need assessment	count	52	144	43	32	3	274
		%	19	52	16	12	1	100
5	PM practices of the University is simply a matter of formality	Count	11	78	51	96	38	274
		%	4	29	18	35	14	100

Source: Survey questionnaire

As summarized in Table 4.10. above, concerning respondents level of agree or disagree on performance result they received have helped them to improve their performance, 125(46%) of respondents were remain undecided. 59(21%) of respondents were disagree and strongly disagree where as the rest 90(33%) of them agree and strongly agree. So, based on the response of respondents, it can be generalized that majority of employees of Ambo University remains undecided to the performance result they received have helped to improve their future performances. Therefore, this indicates that no feedback provided for employees.

On the same table above when asked respondents to what extent they agree or disagree in the alignment of staff (individuals) goals to that of the University's over all objectives, in sum, 87(22%) of them were disagree and strongly disagree, On the other hand 131(48%) of respondents were in agreement level (46% agree and 2% strongly agree) and the remaining 56(20%) of respondents were remain undecided. Based on the obtained data, it is possible to summarize that nearly half of respondents were agreed that the alignment of individual objectives to that of University's over all objectives. This shows that individual objectives and the main objectives of the University were aligned.

With regard to the University's PM provides personal development and promotion, more than three fourth percent of respondents were in disagreement level (57% disagree and 24 % strongly disagree), where as the rest 19(7%) and 34(12%) of respondents responded that as they are undecided and agreed respectively. From this it can be conclude that majority of employees were not benefited from Ambo University PM.

Concerning PM of Ambo University is used for training and need assessment, in sum 196(71%) of respondents were disagree and strongly disagree, on the other hand 35(13%) of respondents were in agreement level. The rest few number 43(16%) of respondents were remain undecided. From this it can be summarized that PM of Ambo University were not used for training and need assessment.

With regard to PM practices of the University is simply a matter of formality, 89(33%) of respondents were disagree and strongly disagree where as 134(49%) of respondents were in agreement level (35% agree and 14% strongly agree) the remaining 51(18%) remains undecided. Therefore, based on the obtained data, one can conclude that nearly half of respondents are in the

agreement level which accounts 49 %. This implies that PM practice of Ambo University is not practically functional.

When interviewed how organizational goals are linked from top to down at individual worker level, most of them replied that once the goals for the University have been established, similar goals cascade downward to support the University's overall mission and objectives.

With regard to input from employees and their representatives to design appraisal program. Most of them replied that when appraisal program designed no input were taken from employees rather sometimes selected supervisors or mangers provide input for the program.

When asked about factors that affect performance management practices of the University, lack of adequate training for employees on performance management, some leaders were not aware the rest of employees to teach, guide and initiate to involve in the PM practices. The other one is that there were problem of smooth flow information between supervisor and subordinates .i.e. information gap is the other factors for performance management practices of the University and unable to conduct frequent meeting or discussions on PM.

CHAPTER FIVE

SUMMARY OF THE FINDINGS CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter deals with the summary of the findings and recommendations of the study based on the analysis and discussion of the results.

5.2. Summary and conclusion of the Findings

After having gone through the analysis and interpretation of the information obtained from the questionnaires and interviews the researcher come with the following summary of findings.

- ❖ Permanent staffs of the University have no clearly understanding of performance management practices.
- ❖ Supervisors were done nothing to make PM practices easy for employees and provide assistance when needed.
- ❖ Employees were not given clear and useful induction or training on performance management practices.
- ❖ The PM practices of Ambo University were not creating a participative environment for employees.
- ❖ The study found that employees were not initiated and satisfied with PM practices of Ambo University.
- ❖ The study indicated that the University does not provide people with the good prospects for promotion and advancement and Employees were not benefited from University's PM practices.
- ❖ No clear and timely feedback was provided for employees in performance management practices and no openness, transparent, and well communication in the University.
- ❖ Lack of adequate training, some leaders were not aware the rest of employees to teach, guide and initiate to involve in the system, lack of smooth flow information between supervisor and subordinates and unable to conduct frequent meeting or discussions are factors that affect performance management practices of Ambo University.

5.3. Recommendations

On the basis of the findings and conclusions of the study obtained above, the researcher has forwarded the following recommendations.

- ➡ It is recommended that management ensure that proper performance management training be provided to all staff so that they can clearly understand performance management practices.
- ➡ The University should create participative environment not for all staff to take part in performance planning processes.
- ➡ Since performance management practices include development of employees, management should provide employees with promotion and advancement based on their performance and should provide constrictive feedback in order to initiate and satisfy permanent staffs of the University so that they can contribute for the attainment of University's strategic goals.
- ➡ The University should conduct frequent meeting for employees to discuss on performance management practice and it should be open and transparent so that information can be flow smoothly in all direction in the University.
- ➡ Finally as a base for every human resource activity, performance management needs the devotion of top management as well as the full support of every employee to implement the system. Therefore, the management of Ambo University should work in collaboration with employees to get the desired result of performance management that will motivate its valuable employees and ultimately meet the University's goal.

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Appendix I
Addis Ababa University School of Commerce
Department of Business Administration and Information Systems
MA Program in Human Resource Management

Questionnaire to be filled by permanent Employees of Ambo University

Dear Respondent,

The purpose of this questionnaire is to collect primary data for conducting a study on the topic, "**Assessment of employees Performance Management practices, the case of Ambo University** "as partial fulfillment to the completion of the Masters of Art in Human Resource Management Program at Addis Ababa University.

This study is purely for academic purpose & in no ways that affects the respondent's personality. It will be kept confidential. So that, your genuine view, frank opinion & timely responses are very valuable in determining the success of the study. Therefore you are kindly requested to extend your cooperation honestly by providing relevant information & filling out the following questionnaires that are prepared for this intention.

General Instructions

- _ No need to write your name
- _ In all cases where answer options are available please tick (✓) in the appropriate box.

Thank you, for your cooperation and timely response in advance

Bizuayehu Yegazu

A. General Background of Respondents (Demographic Information)

1. Age:- 18-25 years 26-35 years 36-45 years above 45years
2. Sex Male Female
3. Educational level:- Grade 10 completed Grade 12 completed certificate
Diploma BA/BSc MA/MSc PhD
4. Your current position :- management professional/technical/ specialist
Administrative others
5. Your work experience at Ambo University
1-3 years 4-6 Years 7-9 years above 9 years

B. Questions on performance management practices.

Rate each statements on the scale of 1-5 where 1=strongly disagree, 2=Disagree, 3=Undecided, 4= Agree and 5=strongly agree.

No	Descriptions	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
I	Knowledge of Performance management					
1	I have clear understanding of University’s mission, strategy and objectives.					
2	Management regularly communicates in concise manner the University’s mission , and objectives throughout the organization					
3	I am committed to the organization's vision, mission strategic goals and objectives					
4	I have a clear understanding of how many jobs related to the overall University’s mission.					
5	My duties and responsibilities are clearly defined to my understanding.					
6	I have a clear understanding of performance management process.					
7	My supervisor makes it easy to understand the PM and always offering assistance to me when needed.					
8	I have been given a clear and useful induction/ training on PM practices					

No	Descriptions	Strongly disagree	Disagree	Undecide	Agree	Strongly agree
II	Involvement of employees in performance planning					
1	I take part in performance planning process					
2	The PM practice of the university creates a participative environment.					
3	I am initiated and satisfied with PM practices of the University					
III	Performance assessment					
1	Formal appraisals are consistently done annually.					
2	The University provides people with good prospects for promotion and advancement					
3	My performance development needs are continuously assessed as part of normal work and management processes.					
4	All factors facilitating and hindering performances are taken into consideration while appraising the performance.					
5	I feel free to express to my appraiser, my disagreement regarding the appraisal decisions.					
III	Recognition and Feedback					
1	My manager provides recognition when I exceed expectations.					
2	My manager provides clear and timely feedback on my performance.					
3	My institution is open, transparent, and communicate well					
4	My manager knows how I personally liked to be recognized.					
5	I clearly understand my manager's comments and opinion during the feedback.					
6	My manager treats me with respect.					
IV	Uses of performance management					
1	The performance result I received has helped me to improve my performance					
2	I can say that Ambo University PM aligned staff(individuals) goals to that of the university's overall objectives					
3	I am benefited from the university PM practices since it provides me personal development and promotion					
4	PM practices of the University is used for training and need assessment					
5	I can say that PM practices of the University is simply a matter of formality					

Thank you again!

Appendix II
Addis Ababa University School of Commerce
Department of Business Administration and Information Systems
MA Program in Human Resource Management

Interview questions

1. How organizational goals are linked from top to down at individual worker level?
2. How frequently are performance evaluations conducted for employees?
3. Was the appraisal program designed with input from employees and their representatives?
4. Does the appraisal program require that employee receives a progressive review (feedback) on their performance?
5. What are factors that affect performance management of the University?